DOCUMENT RESUME

ED 457 872 JC 000 691

TITLE	De Anza College Educational Master Plan.
INSTITUTION	De Anza Coll., Cupertino, CA.
PUB DATE	1999-00-00
NOTE	53p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Achievement Gains; Age Groups; *Change Strategies; College Programs; Community Colleges; Distance Education; *Educational Improvement; *Educational Planning; Enrollment; Ethnicity; *Institutional Characteristics; School Holding Power; Sex; Strategic Planning; Transfer Students
IDENTIFIERS	*De Anza College CA

ABSTRACT

This is the master plan for De Anza College (California). It is divided into three parts: (1) the framework and the focus; (2) internal and external assessment; and (3) plans for the future. The paper uses the following indicators of quality to guide planning and budgeting for the next seven years: (1) attractiveness to students; (2) comprehensive, quality programs; (3) exemplary faculty and staff; (4) collegial campus climate and successful shared governance; (5) fiscal soundness; and (6) reputation. Findings include: (1) De Anza student transfers to the University of California (UC) system have increased by 17% since 1990-91; (2) since 1990, the college has increased the number of degrees awarded by 26%, while the number of certificates awarded has remained constant; (3) the college's student success rate (with success defined as a grade of C or better) is 73%, exceeding the statewide average of 69%; and (4) De Anza has achieved an 86% or higher retention rate over the past 8 years. Plans for the future include improving the student success rates of all ethnic, gender, and disability groups for all major indicators of student outcomes so that they will be comparably high. (Contains 38 charts, 3 appendices, and 33 references.) (NB)

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ED 457 872

De Anza College

Educational Master Plan

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PREFACE

From the President

An educational master plan rooted in the quest for excellence must have, at its core, a dynamic vision and a focused plan of action. DE ANZA 2005 Pathways to Excellence has both! Throughout 1997-98, the Planning Group, first commissioned by the College Council in the winter of 1997, devoted hundreds of hours to produce a draft for collegewide review. That review took place from early September to early December 1998. All governance groups, divisions, and programs of the college were able to respond to the draft of this document. Most comments and suggestions have been incorporated into this final plan. My thanks to the many people who joined us in the Town Halls and division meetings during the 1998 winter, spring, and fall quarters. They provided input to enrich the vision and action plans of this document and worked hard to create DE ANZA 2005.

Their participation has ensured that De Anza College is well positioned for the new millennium. I am confident that by working together over the next seven years De Anza will undertake, accomplish, and exceed most, if not all, of what is envisioned for us to do in this plan. Making a significant difference in the lives of our students, and in the life of our college, is our goal as we forge new and better Pathways to Excellence.

Martha J. Kanter

Planning the Plan

In response to a district charge to both De Anza College and Foothill College to develop an educational master plan, De Anza's College Council (see **Chart P-2 College Council 1998-99)** established the Planning Group composed of administrators, faculty, classified staff, and students and empowered this group to develop a calendar and process for creating our educational master plan. The Planning Group (see **Chart P-1 Augmented Planning Group 1997-99)** identified key issues relative to the college's mission as well as collected and analyzed all relevant data. This data and its possible implications were presented at a series of Town Hall Meetings which afforded all participants the opportunity to give meaningful input into the planning process. In addition, the Foothill-De Anza chancellor and Board of Trustees conducted several strategic conversations which resulted in a districtwide dialogue about several critical planning issues. Following each Town Hall, the Planning Group published and distributed summaries of the discussions and related research.

> ***"Each of us must be the change we want to see in the world."***
>
> – Mahatma Ghandiji

The Planning Group undertook an extensive review of existing plans, both internal and external, and analyzed the input from Town Hall Meetings. In spring, 1998, the College Council commented on the early phases of this document and provided guidance to the group. In June, 1998, the group wrote and distributed a plan outline for a broad review by College Council and the college staff. During summer, 1998, this outline was developed into a full draft, which was again submitted for a broad review throughout the college and revised as comments were received. During the summer months, Kathy Plum, Toni Forsyth, Judy Miner, Olivia Patlan, Mike Brandy, and Robert Griffin gave the Planning Group helpful suggestions to put this draft in its final form. In August, John Lovas and Martha Kanter co-edited the document; and in early September, Lori Susi contributed her design expertise. In February, 1999, Terri O'Connor, Janice Winkel, Bonnett Saussol, and Lori Susi prepared the document for publication. The revised final draft was submitted to College Council for approval and adoption as DE ANZA 2005 Pathways to Excellence, the educational master plan of De Anza College (see Timeline in Appendix 2).

PREFACE

Navigating the Process

This document and the related material contain a host of terms which could easily become confusing. Here we offer a brief guide to the key concepts and terms, which may help each of us think carefully about where De Anza is headed and what we want De Anza to be.

MISSION — A statement of philosophy expressing the overarching purpose of the college.

VALUES — A set of institutional characteristics, identified by college leaders and affirmed by decision groups, upon which all our work is grounded.

VISION — An approach to future efforts derived from both the mission and values statements and stated in qualitative terms.

QUALITY INDICATORS — A set of data-based factors that were first identified in 1982, based on university research, and used by De Anza to assess its performance on matters related to achieving our mission.

STRATEGIC GOALS — Shorter term planning which is reviewed and revised annually and guides budgeting and other decision making. From 1998 through 2000, the college agreed to focus on the twin goals of access and success for all students.

EDUCATIONAL MASTER PLAN — A document expressing a framework for the main directions of the college over the next five to seven years. This document incorporates all of the preceding elements. Throughout the document, "DE ANZA 2005" "Pathways to Excellence", and "educational master plan" are interchangeable references.

ACCREDITATION SELF-STUDY — A process undertaken every six years to document to the Accrediting Commission for Community and Junior Colleges that the college meets or exceeds the criteria of the 10 standards established by the commission as the basis for accrediting the college.

WORK PLANS — Three- to five-year plans which are developed by each division and similar work groups and which outline the initiatives of each group in specific terms.

PROGRAM REVIEW — A formal documentation of the work effort of each department and program featuring proposals for change and improvement which are used as a basis for prioritizing action plans, personnel priorities, and resource needs.

Working with the Plan

Planning is an ongoing, dynamic, and interactive process. Each faculty and staff member discovers changes and problems in his or her everyday contacts with students and one another. As we talk among ourselves about those changes and problems, we begin to define those that are important in each department, program, division, and/or to the entire college. Large-scale efforts, such as the Accreditation Self-Study and the educational master plan, attempt to document major trends and critical issues so that we might bring our collective efforts to the most important concerns facing the college.

While no area will work in exactly the same way, the importance of participating actively and consistently should not be underestimated. Maintaining a healthy and effective department or program requires good planning. Future allocations of financial and human resources will come from the work documented in this rich and complex maze of planning efforts.

Drawing on the individual knowledge and expertise of each department or program member, and on the resources provided through the master planning process, departments will add to and revise their program reviews and their workplans. To keep these efforts in focus, each program at De Anza should ask how their efforts, current and proposed, increase student

PREFACE

access and success. Where they find their sense of departmental needs and future directions out of sync with the statements in collegewide planning documents, these differences should be communicated to the governance group dealing with that issue, including representatives on the Academic or Classified Senates, the division dean or similar administrator, and members of the campus planning and budgeting groups.

Ideally, each staff member will individually review the key concepts of the mission and the core values and think about how these qualities are reflected in his or her work. Then he or she could read the analysis of how the college is currently performing on the quality indicators (see Part II) and check that data against the experience of their area.

Each department should then review their workplans and program review documents and bring to bear the collective experience of the faculty and staff. Regular department discussion, which should always focus on how existing programs and proposed programs will facilitate student access and success, will make planning a dynamic and effective process.

Students, alumni, and community members have been invited to make all their comments and suggestions at all of the Town Hall Meetings about planning, as well as by speaking with or writing to any of the college leaders involved in the planning process.

While the single most important priority for each of us lies in carrying out our primary work assignments, contributing to these planning efforts will help each of us shape our future work. If each of us participates, De Anza's institutional effectiveness will be affected.

Chart P-1 — Augmented Planning Group 1997-99

Sandy Acebo, Vice President, Instruction (1997-98)
Sue Barrera, Classified Staff Member, Financial Aid Office
Romi Bhatia, Foothill-De Anza Student Trustee
Mike Brandy, Vice President, Finance & College Services
Marcos Cicerone, Faculty Member, Staff Development Coordinator
John Daggett, Classified Staff Member, Mathematics Department; SEIU Representative
Sandra Dodge, De Anza Associated Student Body Representative
Toni Forsyth, Academic Senate Past President, President-Elect; Faculty Member, English Department
Eugene Fujimoto, Faculty Member, Diversity Coordinator
Robert Griffin, Vice President, Student Services
Jim Haynes, Academic Senate Past President, Adapted P.E. Department
Martha Kanter, President
Anne Leskinen, Division Dean, Physical Science, Mathematics & Engineering
John Lovas, Faculty Member, English Department
Jim Lucas, Faculty Member, Institutional Research Coordinator
Judy Miner, Vice President, Instruction
Olivia Patlan, Classified Senate President; Student Activities Office
Kathy Plum, Academic Senate President; Mathematics Department
Enrique Riveros-Schafer, Division Dean, Language Arts
Steve Sellitti, Division Dean, Special Education & Applied Technologies

Chart P-2 — College Council 1998-99

Mike Brandy, Vice President, Finance & College Services
Paul Chesler, Academic Senate Representative
John Daggett, Classified Staff; SEIU Representative
Christina Espinosa-Pieb, Minority Staff Association
Toni Forsyth, Academic Senate President-Elect
Martha Kanter, President
Augustine Martinez, Academic Senate Representative
Faith Milonas, Faculty Association President
Olivia Patlan, Classified Senate President
Kathy Plum, Academic Senate President
Enrique Riveros-Schafer, Division Dean, Language Arts Division
AK Sing Chanh, De Anza Associated Student Body Representative
Melanie Thomas, Classified Senate Past-President
Ron Warnock, Division Dean, Physical Education & Athletics
Ex-Officio, Robert Griffin, Vice President, Student Services

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PART I. The Framework and the Focus

Why We're Doing This and Where We're Headed

At De Anza College, a student's success depends on planning and effort. Those same factors are essential to a faculty member's success in the classroom, a staff member's success in linking students to college resources, and to the overall success of the college in serving its diverse communities.

De Anza engages in many planning efforts, the most important of which is this educational master plan. Master planning creates a framework and focus within which faculty and staff can develop sound curriculum and effective programs, and through which each student can construct an educational plan that leads to his or her academic and vocational goals.

As a large community college, De Anza consists of thousands of people working in a complex organization, at all hours of the day, and on every day of the week. No single action or document could possibly coordinate and plan all that activity.

Rather, the master plan attempts to identify critical elements of our past success and critical challenges we expect to face. The overall planning efforts of the college work very much like creating a road and highway system. As an example, various public agencies build and maintain streets, roads, and freeways which create alternatives for each of us to reach our destinations. However, the actual route and the destination reached are chiefly the result of the efforts and resources of the individual driver.

In a very real sense, establishing this planning framework—within which we can see where we have been and where we are now headed—is the work of serving the students of our region. Most of our real work as a college is never seen: students suddenly grasping new concepts, faculty members reading new material, staff members thinking of better ways to serve students. But we do document that work and those student outcomes in these ways: with transcripts, student portfolios and performances, departmental program reviews, summaries of student achievement and faculty effort in a wide range of databases, and reports and recommendations of our governance groups and special task forces. This master plan will point to many of those documents and institutional resources, though it cannot summarize all of the significant work done at De Anza.

During 1998-99, the Planning Group anticipated the Accreditation Self-Study that took place at the same time. While the self-study demonstrates that De Anza continues to excel on the standards assessed by the Accrediting Commission, the master plan follows criteria that we have selected for ourselves (see **Chart I-1—De Anza College Planning Process**). These are the two strands of collegewide assessment that sometimes overlap but complement one another.

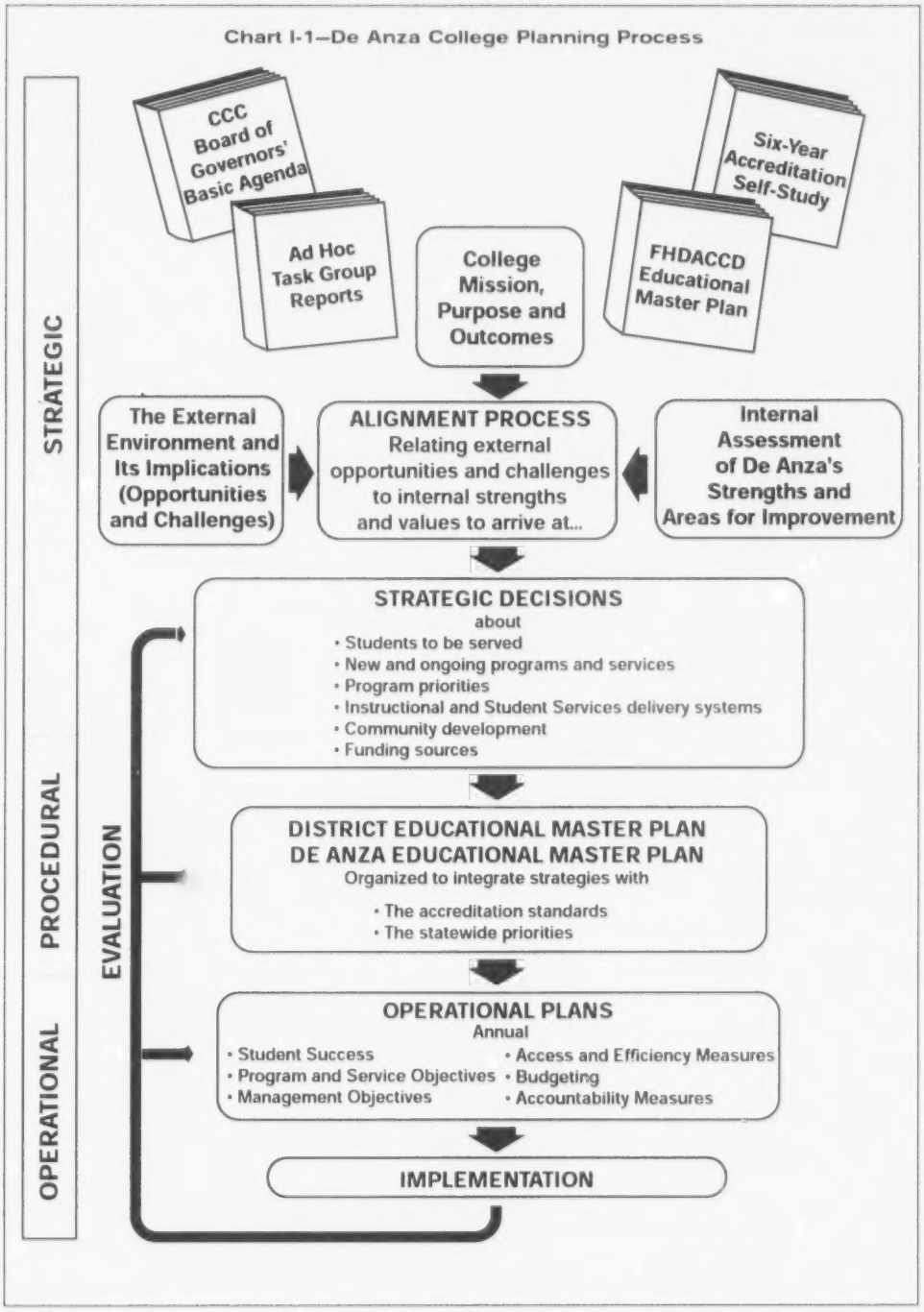
We have provided a timeline in the appendix that shows how the accreditation and master planning processes have run concurrently, each effort informing the other. We know that the success of any plan is measured by how much we accomplish and our willingness to change course when new information makes us better informed about the directions we have chosen. That is why we emphasize that master planning is a dynamic process. It depends upon the best information we can garner, the best minds we can put to the multiple planning tasks, and the best road map we can design to set our future course. Our "Pathways to Excellence" will guide us through the turning point of the new millennium through DE ANZA 2005.

> ***"The solutions and the promise for our new century will come from the collective voice of people who say that it does not have to be this way, that together we can do better, that we are better."***
>
> – Suzanne W. Morse, Leadership for the New Millennium

PART I. The Framework and the Focus

Why We're Doing This and Where We're Headed

Chart I-1—De Anza College Planning Process


STRATEGIC
PROCEDURAL
OPERATIONAL
EVALUATION
CCC Board of Governors' Basic Agenda
Ad Hoc Task Group Reports
College Mission, Purpose and Outcomes
Six-Year Accreditation Self-Study
FHDACCD Educational Master Plan
The External Environment and Its Implications (Opportunities and Challenges)
ALIGNMENT PROCESS
Relating external opportunities and challenges to internal strengths and values to arrive at...
Internal Assessment of De Anza's Strengths and Areas for Improvement
STRATEGIC DECISIONS
about
• Students to be served
• New and ongoing programs and services
• Program priorities
• Instructional and Student Services delivery systems
• Community development
• Funding sources
DISTRICT EDUCATIONAL MASTER PLAN
DE ANZA EDUCATIONAL MASTER PLAN
Organized to integrate strategies with
• The accreditation standards
• The statewide priorities
OPERATIONAL PLANS
Annual
• Student Success
• Program and Service Objectives
• Management Objectives
• Access and Efficiency Measures
• Budgeting
• Accountability Measures
IMPLEMENTATION

PART I. The Framework and the Focus

Why We're Doing This and Where We're Headed

Shaping the Focus

Planning Based on Core Values

For more than three decades, De Anza College has anticipated the future and planned for it accordingly. These planning efforts help us determine what should be accomplished and then identify strategies to meet and exceed our goals. Regular, purposeful internal assessment allows us to improve what we do, chart our progress over time, increase our understanding about how we are doing, and then find ways to take action. Each year, the college revisits old plans and creates new ones to meet the emerging needs of our institution. Among these are the college's Multicultural Plan, Technology Plan, College Readiness Plan, Matriculation Plan, Staff Development Plan, College Annual Goals and Workplan, Americans with Disabilities Act Self-Study, and the Facilities Master Plan. All of these plans will now be directly linked to this document. At the same time, the district's educational master plan will certainly influence the further implementation and development of both DE ANZA 2005 and the educational master plan of our sister college, Foothill.

As shown in **Chart I-2—De Anza College Core Values,** in 1990 De Anza's leadership groups developed a values statement underpinning all the work at the college. This list of core values has been reviewed and reaffirmed each year.

Chart I-2—De Anza College Core Values

Institutional Integrity
Community Relationships
Diversity
Quality of Student and Staff Life Learning
Access and Quality in Concert
Collegiality
Self-Assessment and Innovation
Student Success
A "Personal Best"

In addition, the Accreditation Self-Study—presents a significant, continuous opportunity for faculty, staff, students, and administrators to examine the internal strengths and weaknesses of the college and to use the information to improve its programs and services. Recommendations from the last self-study completed in 1992-93 and affirmed by the Accreditation Visiting Team that reviewed the college in January 1994 called for the college to revisit its mission, strengthen its program review process, and also link the results of program reviews to planning and resource allocation on an ongoing basis. This planning document responds to those recommendations.

Mission

Subsequently, in 1994 the college developed a new mission statement as shown in **Chart I-3—Mission, Purpose and Outcomes**. The mission emphasizes student success through its conscious positioning of action verbs, "develop," "achieve" and "serve", and is accompanied by statements of institutional purpose and outcomes envisioned for every student. Through the mission and values statements, we focus on the quality of the students' educational experience and consider what we must do to enrich the learning environment to make the most of our time together. The faculty and staff repeatedly return to these guiding statements as the foundation for building both short-range and long-range institutional goals and objectives. These statements frame the fundamental questions we ask ourselves about the improvement of teaching and learning, as we attempt to integrate mission, values and goals in constructing our shared vision for De Anza and an agenda of work to achieve that vision.

In 1994, in response to the last Accreditation Self-Study, a year-long effort led to this revised statement of the college mission against which we test our work and our results.

Since its adoption, this mission statement has been widely disseminated throughout the campus in college publications. However,

PART I. The Framework and the Focus

Why We're Doing This and Where We're Headed

Chart I-3—Mission, Purpose and Outcomes

Mission

Building on its tradition of excellence, De Anza College challenges students of every background

- to develop their intellect, character, and abilities,
- to achieve their educational goals, and
- to serve their community in a diverse and changing world.

Purpose

To accomplish its mission, De Anza College provides

- a quality teaching and learning environment and
- sound educational programs and services, accessible and responsive to the needs and interests of the people of our community.

Outcomes

De Anza College fulfills its mission by fostering successful students who become

- knowledgeable and self-directed members of the workplace,
- appreciative of the aesthetic expressions of humankind,
- vital participants in the diverse cultures of our community,
- informed and active citizens of the world, and
- lifelong learners.

recent studies have indicated that the mission is not yet routinely used throughout the college community to frame and guide its decisions and actions. Making these statements accessible and operational will be part of the challenge of this planning effort. In every class we plan, in every program we develop, in every standard we set, in every process we devise, we must think about our mission and ask ourselves:

- Do students learn?
- Do students achieve?
- Do students transfer?
- Do students find satisfying work?
- Do students contribute to improving our community and our world?

As shown in **Chart I-4—De Anza's Vision** a collegewide vision of the future evolved in 1995-96 from the adoption of our mission, purpose and outcomes statement and reaffirmation of our core values. The vision gives life to the mission and values and has been used to direct the development of mission-based goals and expected outcomes for students and the institution. The vision contains important elements that focus our annual plans on the achievement of student access and success.

Chart I-4—De Anza's Vision

Outstanding General Education

WE SEE...an outstanding general education backbone to our degree, founded on interconnectivity and interdisciplinary course offerings.

Future Oriented Workforce Programs

WE SEE...clusters of occupational and technical programs which are future oriented; limited in number;selected for high quality and market dominance; and well supported.

Success of Underprepared Students

WE SEE...basic skills courses & programs which are also interdisciplinary, and integrated with content courses and services. We have "the best ESL in the country."

Inviting Campus Climate

WE SEE...an inviting campus culture, climate, and physical plant – a beautiful campus in every sense. Special aspects which include: a multicultural/international flair, "real college" elements such as carrilon bells and a wide variety of student "happenings," and an active and constructive associated student body & clubs.

Easy Access

WE SEE...easy access to the college, including simpler, clearer enrollment processes; more targeted orientation & counseling in accordance with a student flow model; more user-friendly interface in all areas, such as our class schedule; and better connections with high schools regarding student preparedness & eligibility.

Partnerships

WE SEE...outstanding business, school and community partnerships resulting in a decreased dependence on state funding; and built-in employment for students.

Technology

WE SEE...outstanding technology in support of our initiatives: distance learning so that you can get to De Anza "Anytime, Anyplace, Anywhere;" delivery of student services such as a state-of-the-art degree audit checking system; curriculum management; and well-supported, integrated and useful decision and information systems.

Accountability

WE SEE...outstanding management in support of our initiatives with improved fiscal management; a grants office; excellent marketing; highly effective shared decision-making; and improved human resources.

Conclusion

In Part II, measures of quality will be used to showcase how we are doing over time on each indicator. We will use these indicators through 2005 to map our progress toward our college vision and goals of access and success for every student. They will also be used to meet the goals of the district's master plan and the state goals for California's Community Colleges such as those in "Partnership for Excellence."

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PART II. Internal and External Assessment

Where We Are

In addition to measuring ourselves against the ideals of our mission and vision, we also look for indicators of success. In 1986, the college adopted six "critical success factors" modified from a study completed at the Massachusetts Institute of Technology. These measures were then used to assess the performance of the college in each of the six areas. From 1994 to 1996, De Anza's program review process was redesigned, and the critical success factors were examined and revised for current use as "indicators of quality."

What is an indicator of quality? Joint Venture: Silicon Valley says it simply: "Indicators are measurements that tell us how we are doing: whether we are going up or down; forward or backward; getting better, worse, or staying the same." Quality indicators give us an honest look at whether we are accomplishing what we set out to do; they are easily understood; and they are valid and reliable, meaning that the college community accepts the results of these measures with confidence. Some of the indicators may be statistically measurable on an ongoing basis while others are more qualitative in nature and confirm the perceptions and experiences of those who participate in our educational endeavor through measures such as focus groups, anecdotal records, or surveys.

This educational master plan uses the following indicators of quality to guide planning and budgeting for the next seven years.

1. Attractiveness to students
2. Comprehensive, quality programs
3. Exemplary faculty and staff
4. Collegial campus climate and successful shared governance
5. Fiscal soundness
6. Reputation

On the following pages, the significance of each indicator of quality is described, followed by an assessment of how we are doing in the context of continuously improving access and success.

Indicators of Quality

Six Critical Success Factors

1. Attractiveness to Students

Why is this significant?

This indicator measures student access to De Anza or "access to educational opportunity for all" as described in the original mission of the district and its colleges. Outreach, recruitment, and marketing strategies to attract students to the college result in the diversity reflected in the participation rates of De Anza's student body.

Access to the college's programs and services must be reviewed continuously from a variety of perspectives that reflect the diversity of the many communities served by the college. Thus, we chose to look at attractiveness to students in five different ways.

"The real act of discovery consists not in finding new lands but in seeing with new eyes."

– Marcel Proust

Are we improving?

Access and Participation Rates

Chart II-1—Santa Clara County Adult Population Compared to De Anza Headcount as a Percent of Draw measures the college's fall enrollment as a percentage of adults who live in Santa Clara County. In the early 1990s, headcount declined and then stabilized at the 1995 level. De Anza's participation rate declined similarly; however, since 1995 our participation rate has kept pace with the county's rate of growth. We will continue drawing students from the growing population of the city of San Jose and at the same time increase the participation rate within the district boundaries.

PART II. Internal and External Assessment

Where We Are

Chart II-2—Santa Clara County High School June Graduates at De Anza portrays De Anza's draw of students from feeder high schools. The increase in high school graduates entering De Anza is consistent with the increase throughout the state. Between 1995 and 1996, we increased our draw rate from Santa Clara County. De Anza contributes a large part to the continuing success of Santa Clara County high school graduates entering college with 18% of the total draw choosing De Anza. This student population is creating greater demand for general education, entry-level training, and basic-skills course offerings.

Chart II-3—Santa Clara County Population Compared to De Anza Students' Gender and Ethnicity compares college's fall 1998 enrollment to Santa Clara County's expected population in the year 2000. We must continue to respond to the shifting patterns of enrollment by designing or revising quality programs and services to increase participation and retention and maintaining flexibility to meet the needs of underrepresented students. Serving women and students of color in specific vocational and general education courses and programs where they have been underrepresented is a significant priority of the college.

Chart II-4—De Anza Student Enrollment by Age describes student access to the college as a function of various age groupings. The two largest cohorts of students attending De Anza are those in the "less than 25" grouping and those in the "25-44 year-old" range. While we have steadily increased the number of high school graduates and younger students, the number of 25 to 44-year-old, 45 to 59-year-old and 60+-year-old students have declined slightly since 1991. Due to the increasing competition from extension and private colleges and universities that have located or relocated to Silicon Valley and/or expanded their marketing efforts, students needing to upgrade their skills or train for new careers have many more choices than in years past. For DE ANZA 2005, we plan to strengthen our outreach and program delivery for students seeking retraining or career changes.

Chart II-5—De Anza Distance Learning Student Enrollment 1985-86 to 1997-98 illustrates access to the college through distance delivery via Internet and/or television. Distance learning at De Anza began a quarter century ago. Today about 18% of the student body enrolls in one or more distance learning courses each year. In the last decade, the number of students taking courses at a distance has soared dramatically. Both De Anza and Foothill are part of a national voluntary effort, the Community College Distance Learning Network, a partnership of colleges associated with the League for Innovation in the Community College that share ideas and resources for instructional and service delivery through distance delivery. For DE ANZA 2005, our goal will be to increase student access and success via distance learning by providing Internet and video options for selected courses, degrees, certificates, and student services to meet student needs in virtual learning environments.

2. Comprehensive, Quality Programs

Why is this significant?

This indicator measures program quality and comprehensiveness by analyzing student and institutional performance data in six different areas. Transferring to a college or university after matriculating at De Anza is a critical measure of institutional success. How many students transfer to the university and how they perform after transfer are ways in which the college tracks the quality of its general education program and majors.

A second measure examines how many degrees and certificates are annually awarded by the college. This measure provides the college with important information about the effectiveness of its occupational and transfer programs to prepare students for the workforce in high-demand career areas. Quality of the curriculum, program mix, and articulation are continually adjusted based upon students' success in earning degrees, certificates, and/or transfer.

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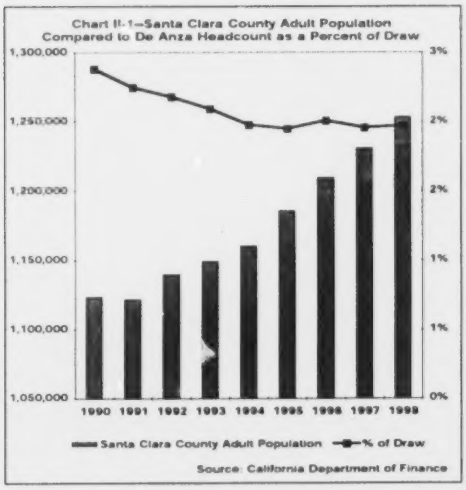

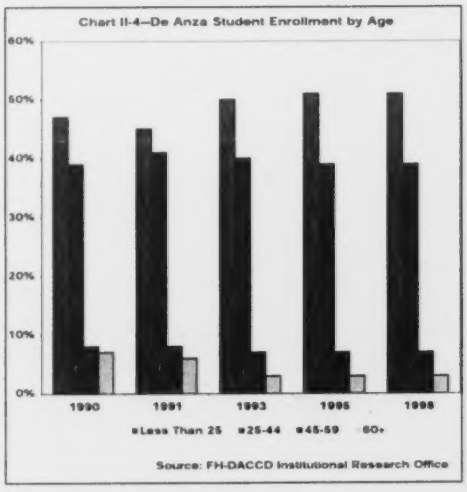

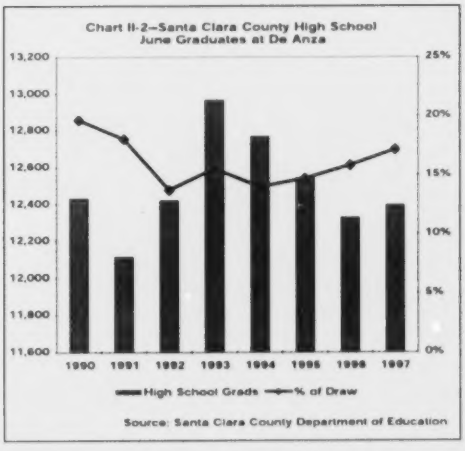

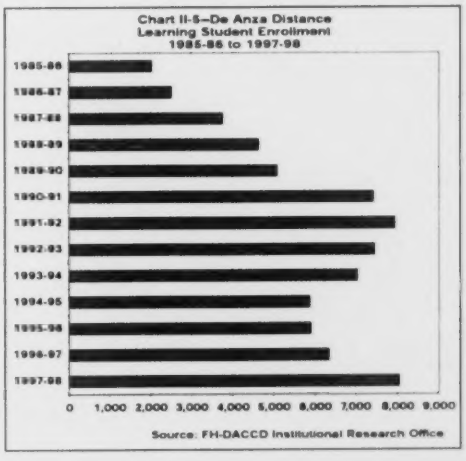

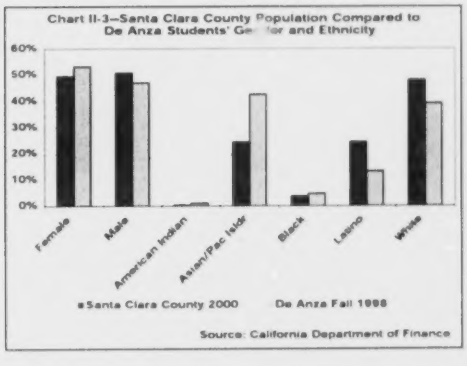

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A third measure looks at student retention and persistence rates in selected general education, vocational, developmental, and special programs and courses. Successful course completion information indicates that students are ready to progress into higher levels of the curriculum. This is especially critical given the large number of students underprepared for college who enter De Anza for the first time.

A fourth measure compares student success rates by gender, ethnicity, and disability. This information provides the college with the means to focus on specific groups of students who may be underrepresented in specific college programs and/or who may need specialized supportive services to be successful at De Anza.

A fifth measure addresses the employment of students who complete occupational programs and their subsequent earnings. This information informs the college about the effectiveness of its effort in workforce preparation of students in the "new economy."

The final measure provides an analysis of how the college serves business, industry, and the community by showing the number of employees who are enrolled in customized, fee-based education and training classes; enrollment and placement rates for the unemployed, welfare recipients, and displaced workers; and numbers of those who participate in community education classes provided by the college.

Are we improving?

Transfer to Colleges and Universities

Chart II-6—De Anza Transfer Students to UC and CSU 1990-91 to 1997-98 shows that since 1990-91, the UC transfers have increased by more than 17%. In the same period, De Anza's transfers to CSU have averaged 1,185 students per year. The State Chancellor's Office has set a year 2005 goal to increase transfer by 30%, and De Anza is one of the state's top five transfer colleges. When combined, the top five transfer more than 50% of all of the state's transfer students. It should be noted that the growth or decline in student transfers in any given year is a function of the number of students enrolled at De Anza approximately three years prior to that fall quarter. Another variable in the number of transfers is due to the many part-time students who take longer to complete a transfer program. A prudent annual goal will be to maintain our excellent transfer rate by making incremental improvements toward the state's goal.

Chart II-7—De Anza Transfer Students' GPA Compared to CSU Native Students' GPA shows that over the years the college has not only increased the number of transfer students, but also that the students who transfer to the CSU campuses outperform the native students. Unfortunately, after 1993-94, the CSU system no longer publishes these student performance data. The De Anza transfer students held an average GPA of 2.74 while the native CSU students had a GPA of 2.68. A reasonable goal for DE ANZA 2005 will be for De Anza to continue its historic pattern of students achieving higher grade point averages in the junior year after transfer. However, these data can only be made available by the CSU system. The CSU does now publish the CSU GPAs of community college transfer students only.

Chart II-8—De Anza Transfer Students by Ethnicity 1990-91 to 1997-98 illustrates that over the past decade, De Anza has experienced dramatic changes in its student diversity. Tracking the rate of transfer by ethnicity describes the institution's progress in university transfer among students from diverse cultural and language backgrounds. This student equity measure informs the college about student progress across ethnic groups. For DE ANZA 2005, our goal is to achieve comparable student transfer rates across ethnicity, gender and disability.

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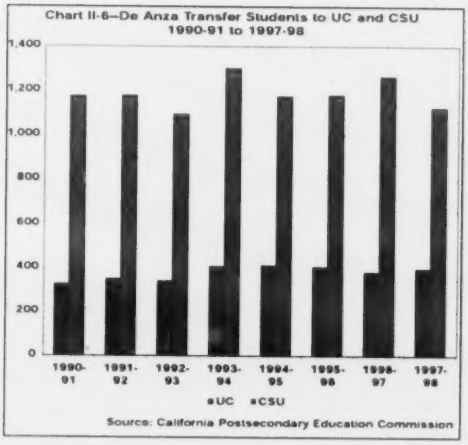
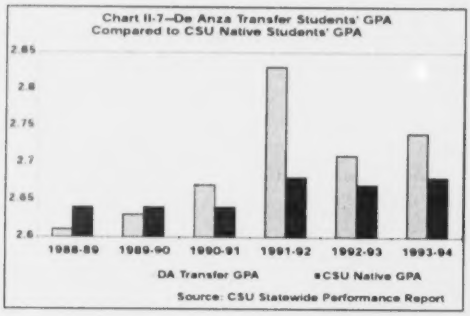
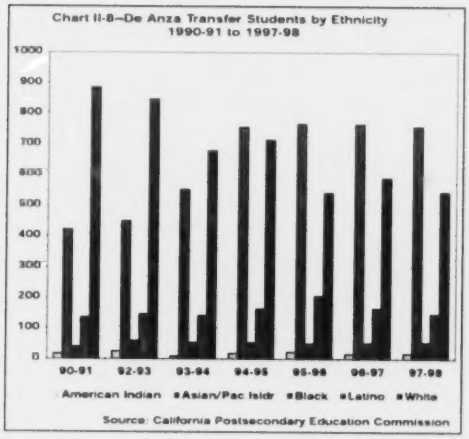
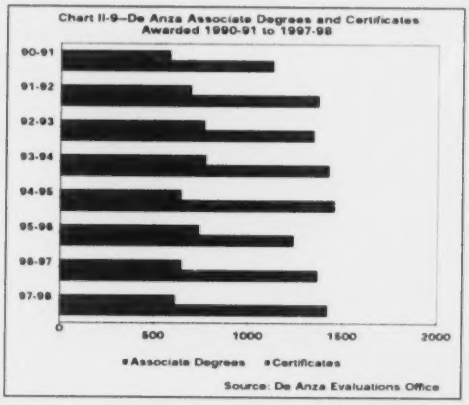


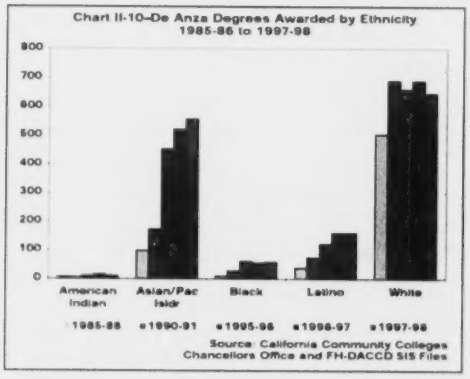




Degrees and Certificates Awarded

Chart II-9—De Anza Associate Degrees and Certificates Awarded 1990-91 to 1997-98 and **Chart II-10—De Anza Degrees Awarded by Ethnicity from 1985-86 to 1997-98** show that since 1990, the college has increased the number of degrees awarded by 292 or 26% and the number of certificates awarded has remained constant. Both degrees and certificates of achievement earned by students of color have increased significantly in the past decade; however, comparable rates across ethnic, gender, and disability groups remain a goal for the institution. Steadily improving the degree and certificate award rate for underrepresented students, after controlling for enrollment growth, is a reasonable goal for DE ANZA 2005.





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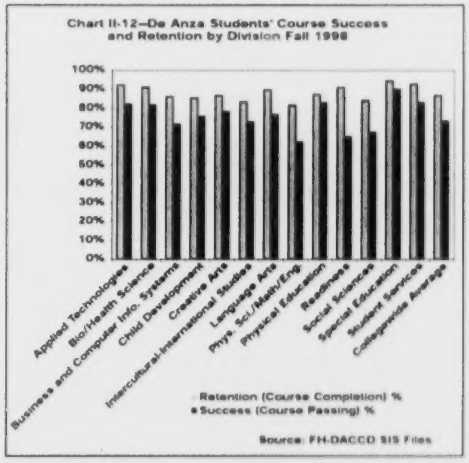
Student Retention and Persistence from a Collegewide Perspective

Two important measures of student success are course completion (retention) and course passing (success). **Chart II-11-De Anza Student Success and Retention Compared to the Statewide Average 1990 to 1997** shows that at a success rate of 73%, De Anza exceeds the statewide average for student success (statewide average of 69% is defined as a grade of C or better). The chart illustrates that in the area of student retention De Anza has achieved an 86% or higher rate for the past eight years. For DE ANZA 2005, while the goal will be to maintain these high levels of success and retention, we will seek to improve these rates in selected departments and in particular student groups performing below the campus average. Divisions whose ratio of success to retention is below the average will work to approximate the college average ratio shown in **Chart II-12-De Anza Students' Course Success and Retention by Division Fall 1998**.



Student Retention and Persistence for Students in Developmental English, ESL, and Mathematics Courses

The success of students with developmental learning needs is a goal and continual challenge for college faculty and staff. The college is working vigorously to redesign programs to provide more opportunities to accelerate the persistence of developmental students from basic skills to college level offerings. Rewriting curricula, improving the schedule and sequence of classes, linking developmental, general education, and vocational classes through interdisciplinary studies and collaborative learning methods, and creating special programs to meet students' particular needs are some of the essential ways in which we are addressing the challenge of educating these students.

Chart II-13-New De Anza Students Entering Academic Year 1993-94 Tracked through Spring 1997 Starting with EWRT 100A by Course Attempts and Passes shows that among students who start in EWRT 100A (Basic Writing Skills) and progress through EWRT 100B (Preparatory Reading and Writing Skills), about 68% pass EWRT 1A (Freshman Composition).

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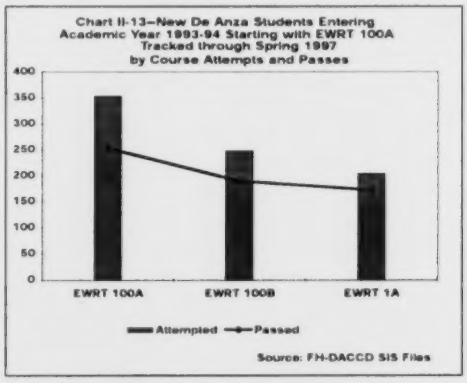
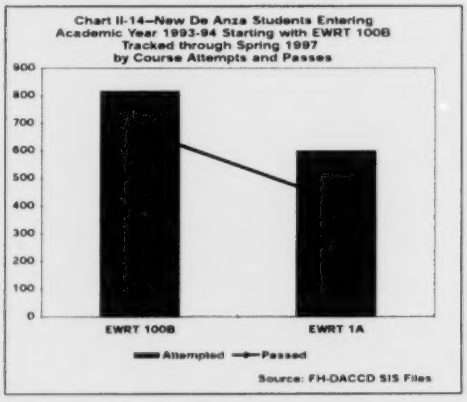
Chart II-14-New De Anza Students Entering Academic Year 1993-94 Starting with EWRT 100B Tracked through Spring 1997 by Course Attempts and Passes shows that among students who start in EWRT 100B, 73% attempt EWRT 1A, and 63% of those pass the course, achieving college level competency. The college has work to do in helping students progress through the reading and writing curriculum in order to enter college level courses at higher rates. Several task groups are addressing this issue. De Anza's English Department has modified both the placement process and course offerings during the period reflected in this chart. The department is pursuing ways to achieve further improvements in this area.

Chart II-15—New De Anza Students Entering Academic Year 1995-96 Starting with ESL 161-164 Tracked through Spring 1997 by Course Attempts and Passes shows that while De Anza has an 89% pass rate among students taking ESL 161-164, 24.6% of those students attempted ESL 4 and 9.6% attempted EWRT 100A and 100B. Those students who continue in the sequence have pass rates exceeding 90% so that when they reach either ESL 5 or EWRT 1A, 98% of the students pass. It is interesting to note that many students cross over from ESL to EWRT as quickly as they can, especially new students from high school who are placed in ESL. Many of our students come from communities in which English is not used regularly. Consequently, many of these students do not use English beyond the ESL classes they take and have little or very limited opportunities to expand their repertoire of English cultural and linguistic content. In order to build up English as a language of choice in our students, the college is developing plans to introduce an ESL practice area that will be transformed over time into a language laboratory equipped with interactive, self-guided, and instructor-led courses and workshops. The ESL practice area will provide both structured and informal spoken English opportunities for students who want to enrich their ESL experience.





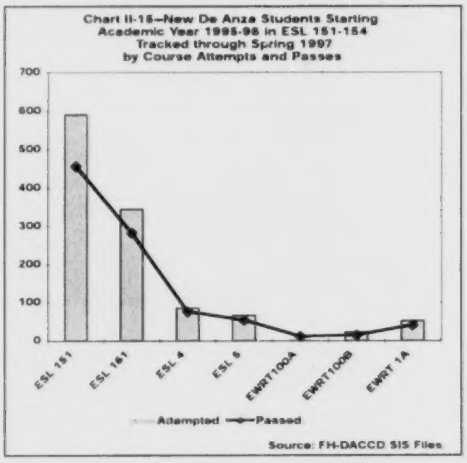


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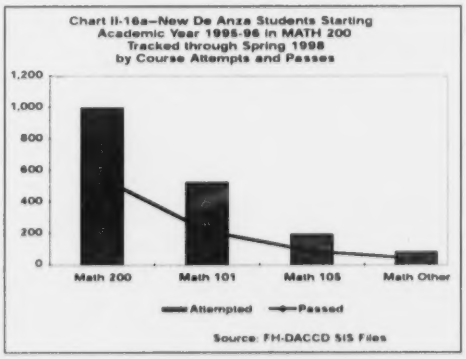
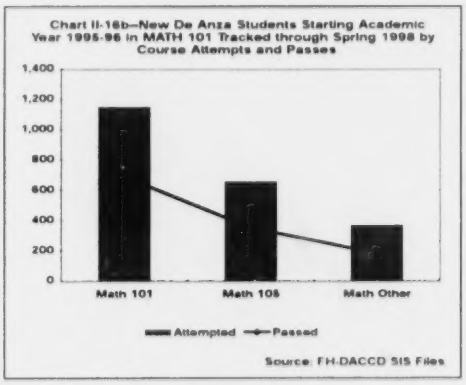
Chart II-16a—New De Anza Students Starting Academic Year 1995-96 in MATH 200 Tracked through Spring 1998 by Course Attempts and Passes illustrates the progress of students starting with MATH 200 (Pre-Algebra). Only 21% of the students attempting MATH 200 pass MATH 101 (Elementary Algebra). Of those students who attempt MATH 105 (Intermediate Algebra), which is an indication of the student's plan to transfer, only 18% pass one course beyond MATH 105. The college has a lot of work to do in increasing the retention and persistence rates of students in the mathematics sequence of classes. Several faculty task forces are addressing these issues. It is important to note that MATH 101 has been the mathematics requirement to receive an associates degree. One course beyond MATH 105 is the mathematics requirement to transfer to the CSU system. An analysis and review of mathematics courses for the degree and transfer will be conducted by the Mathematics Department.

Chart II-16b—New De Anza Students Starting Academic Year 1995-96 in MATH 101 Tracked through Spring 1998 by Course Attempts and Passes shows the progress of students starting with MATH 101 (Elementary Algebra). Sixty percent (60%) of these students pass MATH 101. Of those students who attempt MATH 105, 27% pass one course beyond. The Mathematics Department is analyzing the factors that produce these relatively low success rates and is field testing several methods to improve retention and persistence in these courses.

Chart II-16c—New De Anza Students Starting Academic Year 1995-96 in MATH 105 Tracked through Spring 1998 by Course Attempts and Passes illustrates the progress of students starting with MATH 105. Of those who attempt one course beyond MATH 105, 78% pass. However, the chart shows not all attempt one course beyond MATH 105 within the two academic years being considered. In fact, only 50% of the original group starting in MATH 105 are ready for CSU transfer with regard to mathematics after two years, an issue of major concern to the department and campus.

The three charts show that the lower the mathematics level of entry, the less likely a student is to succeed in the required mathematics courses. The Mathematics Department is committed to addressing this issue. There are several strategies currently under consideration: developing alternate modes and/or formats of instruction, providing support laboratories or workshops, working more closely with the Counseling Division and the Admissions and Records Office to encourage and enable students to complete their mathematics sequence in a timely fashion by changing the current three-quarter sequence of MATH 200, 101, and 105 to a four-quarter sequence. The department is also committed to bringing an awareness of mathematics and its role in today's world to our students.





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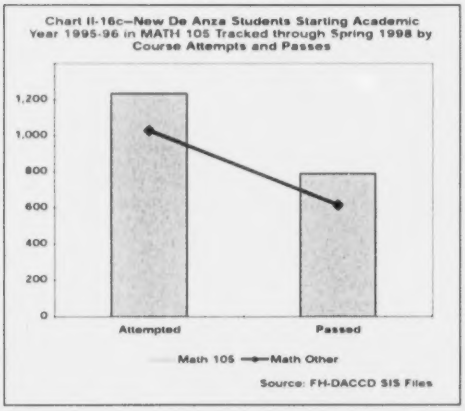

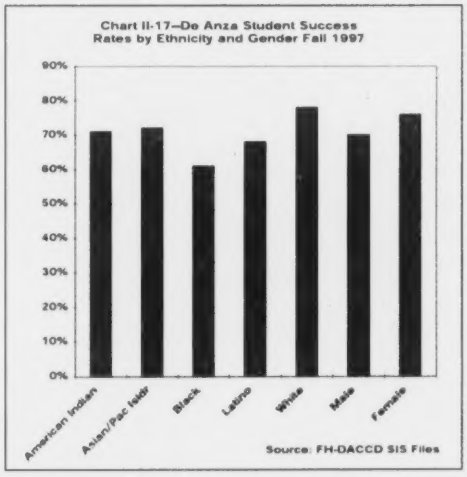

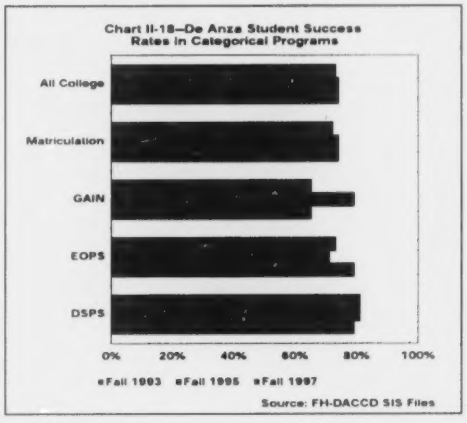

Student Retention and Persistence by Gender, Ethnicity, and Categorical Program

Annually the college monitors its goal of improving student success at comparable rates in regard to gender, ethnicity, and categorical program support and effectiveness.

Chart II-17—De Anza Student Success Rates by Ethnicity and Gender Fall 1997 show the performance by gender and ethnic grouping of De Anza students as measured by the number of courses they complete. Locally and at the state level, these comparisons are called "student equity indicators." While 73% of our students complete their courses on average, several groups are below the norm. One of De Anza's priorities is to develop specific departmental and division plans designed to improve the performance of all students, with special attention to strategies assisting students from various groups performing below the norm.

Chart II-18—De Anza Student Success Rates in Categorical Programs shows that most of the college's categorical programs are achieving average or better levels of academic success. (Categorical programs are state and/or federally funded.) As part of DE ANZA 2005, we should extend these success rates to a larger portion of the student body. Additionally, we need to more carefully examine student needs within various categories and across programs.

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Workforce Preparation, Training, Economic Development, and Community Education Participation and Success Rates

Chart II-19—Revenue Generated by Selected De Anza Programs 1995-96 to 1997-98 shows the enrollment and participation rates of businesses, industry, students, and community members served in four of the college's self-supporting workforce training, economic development, and community education programs. The chart describes customized contract education and/or fee-based training classes, enrollment and placement rates for the unemployed, welfare recipients (TANF), and displaced workers, and the number of those who take advantage of community education classes provided by the college. Meeting the needs of business, industry, and the community remains an essential element of our mission. De Anza offers fee-based short courses and targeted programs to serve an increasing population of students who are not seeking college credit or degrees. In addition, unique programs are often first initiated through Community Education such as College for Kids, Sports Camps, and the Shakespeare summer program for young people. Expanding these partnerships, contracts, and classes will bring new opportunities and increased revenues to the college in the future.

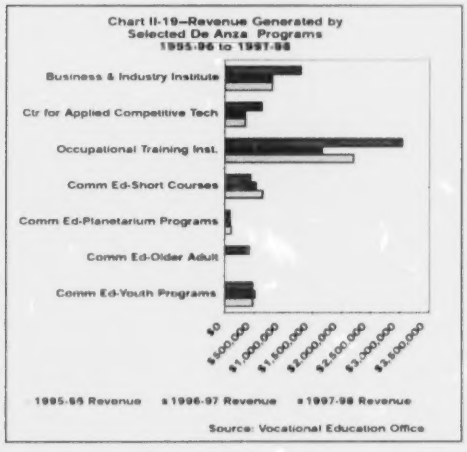

Chart II-20-De Anza College Associate Degree and Certificate Programs 1998-99 displays the vocational programs that the college offers to prepare students to enter new careers, change careers, and/or upgrade their skills and training for the jobs they currently hold. In future years, the California Community Colleges will display information available from the Employment Development Department known as the "UI-Wage Data" to illustrate the annual income of community college students who earn degrees and/or certificates after completing their occupational programs. However, at the present time, these data are neither valid nor reliable as noted by the statewide institutional researchers RP Group. Student success in the labor market will let community colleges know how its students fare in the economy, and will be used in program planning in all of the occupational areas shown in Chart II-20.

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Chart II-20—De Anza College Associate Degree and Certificate Programs 1998-99

Shaded vocational programs tracked by CCC State Chancellor's Office.

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3. Exemplary Faculty and Staff

Why is this significant?

This indicator assesses the quality of De Anza College's faculty, staff, and administrators over time using three measures: staffing levels; staff development; and constant, purposeful improvement and innovation. Adhering to high standards and providing excellent instruction and services depends upon the expertise, continuous professional development, and commitment of employees who are dedicated to the success of every student. In general, the high performance of students is related to the high expectations of them which are set by the college's faculty, staff, and administrators.

Are we improving?

Chart II-21—De Anza Staffing Changes 1993 to 1998 displays the staffing levels of the college over six years. In order to uphold De Anza's responsiveness to its students and accompanying high academic standards, the college has generally maintained the number of administrators, full-time faculty, and classified staff between Fall 1993 and Fall 1998. Dips during this period were due to golden handshakes where positions remained unfilled the following year, but the numbers are restored in the succeeding year. During the past decade, the large numbers of part-time faculty offer new challenges for the institution and the need to increase the institution's focus on curricular issues and service delivery within the college's instructional divisions and student service programs. Increasing the number of full-time faculty and classified staff is a high priority which depends upon the capacity of the college and district to grow and the availability of future state and/or private sector ongoing funding for this purpose.

Chart II-22a—De Anza Staff Development Workshops Fall 1994 to Spring 1998 and **Chart II-22b—Types of Staff Development Workshops Fall 1994 to Spring 1998** show the number of faculty, staff, and administrators taking advantage of ongoing classes and workshops offered by the college's Staff Development Center (TRC) in four critical areas: technology, diversity, personal and professional development, and teaching/learning along with a display showing the percentage of participation across the four areas. Continuous staff development provides opportunity for engagement with colleagues, pursuit of scholarly interests, and new information about pedagogies used to attract and retain the college's diverse student body. We plan to expand such opportunities for our staff in the future.

Chart II-23—Collegewide Learning Communities of Interest illustrates recent initiatives underway to improve the performance of De Anza students in the areas of diversity, interdisciplinary studies, and technology-enhanced learning. The college's ability to tailor programs to meet student needs and to provide state-of-the-art curriculum and student services depends upon the ability of faculty and staff to innovate and improve what is currently underway. A learning college is one that practices continuous improvement and learns from both its successes and mistakes in order to realize a better education for its students. Significant collegewide initiatives known as "learning communities of interest" at De Anza are descriptive of these institutional characteristics. For DE ANZA 2005, continuing innovation and improvement will be necessary in order to increase student access and success.

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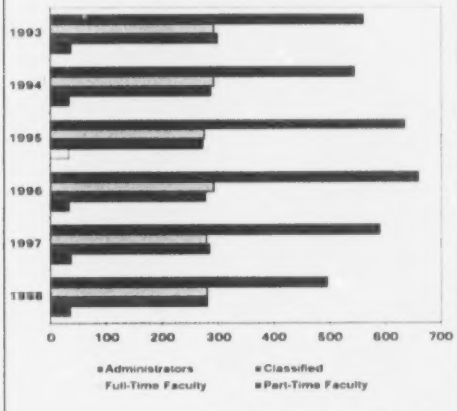

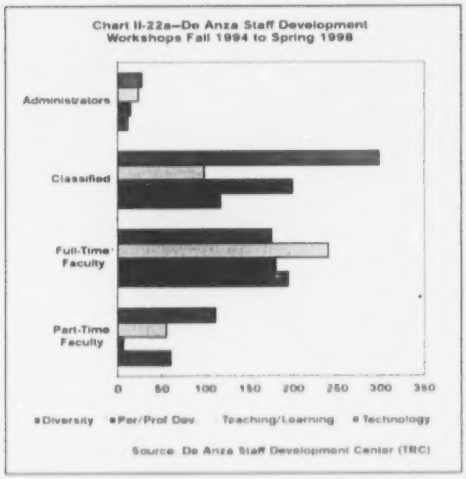

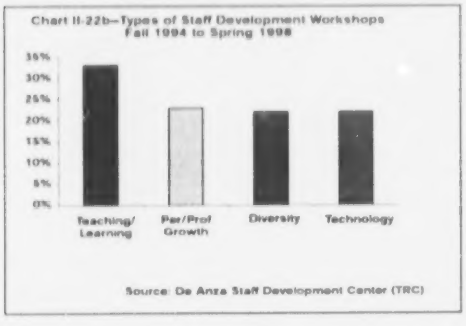

Chart II-23–Collegewide Learning Communities of Interest

Recent Initiatives to Improve Student Performance and Enhance the College

Diversity

- Increased number of Trained Affirmative Action Representatives for hiring committees
- Multicultural Plan developed and being implemented
- Harassment and discrimination training provided for all employees by District o Human Resources
- Five Year Staff Development Plan put into place
- Diversity Training for Administrators initiated
- Collegewide Diversity Survey completed
- English as a Second Language curriculum revised and put into place
- Classroom innovations underway to improve the achievement of historically o underrepresented students in Mathematics

Interdisciplinary Studies

- 30 fulltime faculty trained in Interdisciplinary Studies
- Significant increase in the number of Interdisciplinary Studies courses offered
- Success of students taking interdisciplinary courses is increasing

Technology-Enhanced Learning

- Desktop computers installed in two-thirds of all faculty offices
- New computer laboratories installed (e.g., Open Media Lab, Advanced Technology o Center, Faculty/Staff Technology Training Lab)
- Continuous faculty & classified staff technology training provided
- Campus technology organization created

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4. Collegial Campus Climate and Shared Governance

Why is this significant?

This quality indicator measures the health and well being of the college as evidenced by collaboration and the sense of community on the campus experienced by students, faculty, and staff. Participation of faculty, staff, students, and administrators in collegewide and district decisions affecting instruction, student services, and campus life is one measure of the campus climate.

Sharing in the governance and accountability of the institution is another measure of climate. Annual surveys and decisions that are well accepted by the college community, the district, and community at large are also important ways for faculty, staff, and students to provide input and take responsibility for the institution's progress toward goals.

Are we improving?

Chart II-24—De Anza's Decision-Making Model and Participants illustrates the college's decision-making model which is now in its fourth year of operation. Six decision-making teams consist of faculty, classified staff, administrators and students, though student participation is sporadic. Further refinement of the model and increased collaboration within and among teams on collegewide issues is expected for DE ANZA 2005 as we improve mechanisms for timely problem solving in specific areas of the college, attend to external factors impacting our decisions, strengthen participation of all members, and make coherent progress toward the college's short- and long-range goals. Particular attention will be given to role delineation among college decision-making groups, the Academic Senate, Classified Senate, the De Anza Associated Student Body, the administration, and collective bargaining groups.

As shown in **Chart II-25—De Anza's Climate for Learning**, the college has completed a variety of targeted climate studies in areas such as technology, diversity, and organizational structure. A broad-scale campus climate study will be completed during 1998-99 as part of the Accreditation Self-Study. This survey will yield information to be used as a foundation for analysis and planning in the 10 accreditation standards.

Chart II-24—De Anza's Decision-Making Model and Participants

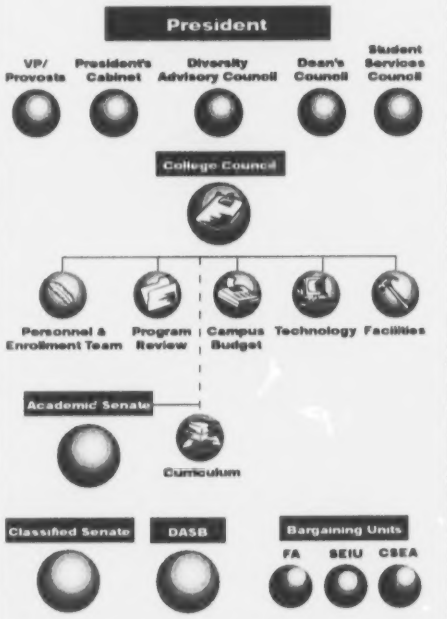

Chart II-25—De Anza's Climate for Learning

1994 – Campus climate survey

1995 – Programmatic student surveys implemented for Student Services

1995 & 1997 – Organizational review surveys

1995 & 1997 – Technology surveys

1996 – Diversity survey (Kendall)

1998 – Accreditation self-study survey and master plan survey

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PART II. Internal and External Assessment

Where We Are

Chart II-26—Key Decisions Made 1996-1998 provides examples of significant, timely and well-accepted decisions resulting from the College's shared governance processes. To make decisions, shared governance representatives forward recommendations from their constituencies on agenda items for the respective team (e.g., Program Review, Personnel and Enrollment, Budget, Technology, Curriculum or Facilities). Those items that have impact on the institution as a whole, such as the prioritization of full-time faculty positions to be hired, are then forwarded from the specific team to the College Council which makes its final recommendations to the president for action. The Decision-making Model is helping the College to make regular, systematic, and timely decisions. Sometimes teams must collaborate with one another to make thoughtful recommendations. For example, the Program Review, Budget and Technology Teams collaborated to develop and recommend an orderly process for faculty offices to be equipped with computers.

As of Spring 1999, a refinement of the Decision-making Model was put into place, creating four Planning and Budgeting Teams (Instruction, Student Services, Finance and College Services, and Workforce, Technology and Economic Development). These teams will oversee program reviews, personnel and enrollment, budget and technology decisions in their respective areas, and forward recommendations on collegewide agenda items to the College Council, again for a final recommendation to the president.

Chart II-26—Key Decisions Made 1996-1998

College Council

1. Approved B-Budget Augmentation Model.
2. Approved instructional equipment recommendation.
3. Approved hire of twenty-two full time faculty.
4. Approved Campus Budget Allocation Model.
5. Approved Strategic Goals Implementation.
6. Approved the Four Strategic Goals for 1997-98.
7. Approved the names of 10 nominees to receive the NISOD Awards for Excellence.
8. Approved the concept proposal and recommendations contained in the Accreditation Draft Document.
9. Approved the "Year One Plan" for the bidding of faculty computers.
10. Approved the concept of a Multi-Year Planning Proposal.
11. Approved recommendation of an Ad Hoc Joint Task Force Group to be formed from members of Program Review, Campus Budget, the Technology Team, and students.
12. Approved the College Council Ground Rules for 1997-98.
13. Approved hire of two Provost positions and the 5 learning communities.
14. Approval of Band 2 instructional equipment.

Program Review Team

1. Completed the initial processing of new full-time faculty requests.
2. Prioritized 1.4 million dollars in instructional equipment requests.
3. Read and responded to program reviews for the third consecutive year.
4. Oversaw the formation of a work group to recommend decrease/elimination of services or programs.

Personnel and Enrollment Team

1. Recommended position allocationss for twenty two full-time faculty.
2. Accelerated faculty prioritization cycle to arrive at 99-00 recommendations by the end of Spr '98.
3. Finalized doucmentation of Personnel and Enrollment procedures.

Budget Team

1. Developed the 1997-98 budget calendar and the process of involvement with the Learning Communities.
2. Reviewed District Budget scenarios and presented information to the college.
3. Reviewed District "Reallocation" lists and forwarded to College Council.
4. Used the College goals developed in January to direct resources for 1998-99 budget year.

Curriculum Committee

1. Reviewed and acted on all new courses.
2. Evaluated the requisites of new and revised courses.
3. Reviewed and acted on the general education courses and the IGETC courses.

Technology Team

1. Established hardware and software standards for faculty offices.
2. Recommended to Program Review re: technical appropriateness of equipment ordered under instructional equipment allocation.
3. Prioritized 231 requests for faculty offices computing to be phased in over an 18 month period.
4. Offered direction and guidance to the Dean of Technology in the implementation of the District Technology Plan.

Facilities Team

1. Solicited, reviewed and prioritized requests for the improvement of classrooms.
2. Provided ongoing campus communication in regards to new construction projects and major remodeling efforts.
3. Provided leadership in initiating improvement programs for the campus environment such as the campus beautification project that has resulted in landscape enhancements to previously barren grounds.
4. Reviewed and recommended construction of a new De Anza Bookstore Warehouse and Environmental Studies Building.

Team Leaders

1. Established a joint work group with Program Review, Budget, and Technology for prioritization and distribution of instructional equipment funding.
2. Developed guidelines for team composition and operations.
3. Established a calendar of collegewide decision making cycles.

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PART II. Internal and External Assessment

Where We Are

5. Fiscal Soundness and Increasing Access through Planned Growth

Why is this significant?

This quality indicator measures the financial health of the college and its access through planned growth strategies in several ways. In order for De Anza to provide quality programs and services, the state of California sets an enrollment target for each community college district and then awards the district funding based upon its performance in meeting the target. Productivity or efficiency is a function of average class size and contact hours needed to meet enrollment targets. The state's program-based funding model is based upon several factors, the most important of which are the number of students and the number of contact hours generated in each course divided by the number of faculty who teach them. This produces a productivity ratio. The state formula is built upon an institutional average of 35 students to one instructor.

Within the district, each college is assigned an annual "enrollment by productivity" target. A slight variation of one student more or less per class on average will affect the district's funding by plus or minus $600,000, a $360,000 impact at De Anza. Certain types of instruction necessitate smaller classes by reason of sound pedagogy, methodology, safety, and/or available facilities. Generally, lecture courses can accommodate larger numbers of students. Providing additional weekly student contact hours (WSCH) between students, faculty and staff in areas where students need improvement (e.g., labs, tutorial services, etc.) can most often improve student performance and favorably impact WSCH/FTES ratios.

Are we improving?

Enrollment and Productivity

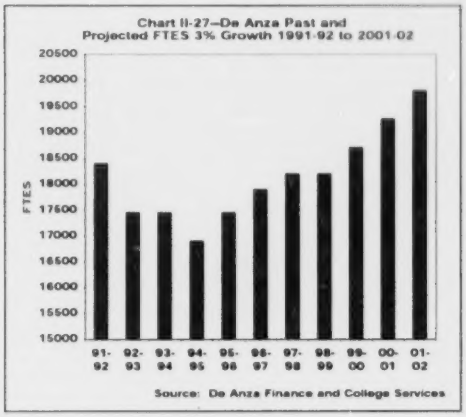
The college's enrollment (full-time equivalent students—FTES) and productivity (retention) goals are closely monitored by the college and district administration. Divisional and program-specific goals are established prior to the beginning of each fiscal year with possible mid-year adjustments as necessary. The instructional divisions are charged with the major responsibility to meet the enrollment and retention goals of the college. Given the state's recent and projected emphasis on growth funds for community colleges, De Anza seeks to grow at a 1-3% annual rate for the next seven years as displayed in **Chart II-27—De Anza's Past and Projected FTES 3% Growth 1991-92 to 2001-02.**

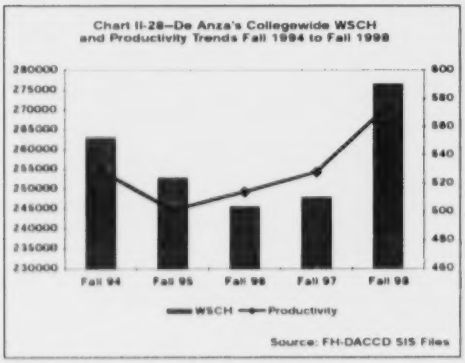
As shown in **Chart II-28—De Anza's Collegewide WSCH** and **Productivity Trends Fall 1994 to Fall 1998** and **Chart II-29—De Anza's FTES by Divisions Fall 1994 to Fall 1998**, the college maintains systems that can provide real-time data on productivity trends for all programs, divisions, and the college as a whole. Using these data, the college is involved in a detailed program review process that will ultimately lead to a much better understanding of our overall program mix. One of the key components of program reviews is a program-by-program display of program performance on the basis of student demand, enrollment, and productivity, all of which contribute to the fiscal soundness of the institution.

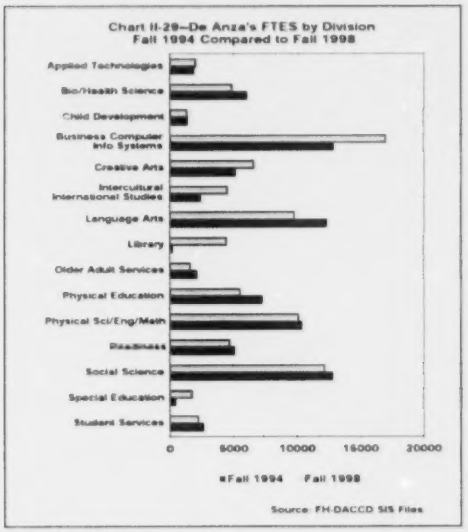
For DE ANZA 2005, the college will increase access for students by developing programs according to its mission, values, and philosophy in order to meet its fiscal goal to increase access by 1-3% annually at a productivity level around 530 WSCH. Access areas will be reported in future annual plans.

PART II. Internal and External Assessment

Where We Are







Resources for Innovation and Improvement

The college funds innovation from the diverse sources displayed in **Chart II-30—De Anza's Resources for Innovation and Improvement**. The research and innovation grant program was a well accepted and valuable method of fostering new ideas. However, contract education surplus revenue was not available after 1996 and that program was suspended. That year, special innovation grants were awarded for faculty to develop online and Web-based courses. In 1997, a Grants Office was put into place, resulting in a doubling of funds from 1996-97 to $3.7 million as of June 1998. Grant revenues have increased substantially, and more faculty and staff are applying to outside sources to fund their innovative ideas. Examples of popular funding categories include science equipment and support, technology, business, creative arts, and occupational training in addition to campus-wide initiatives in student success through interdisciplinary studies and multicultural curriculum development.

Chart II-30—De Anza's Resources for Innovation and Improvement

Federal Grants

State Grants

County Grants

City Grants

De Anza Associated Student Body Funds

Campus Center Enterprise Funds

Fund 15 Operations:
Contract Education, Community Education, Occupational Training Institute, Center for Applied Competitive Technologies

Private Industry Partnerships

International Alliances

Foundations

Donors

Faculty and Staff Contributions

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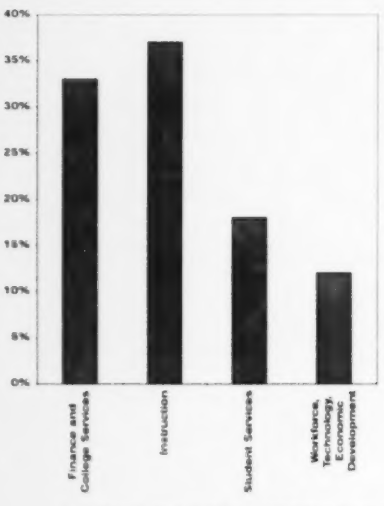
PART II. Internal and External Assessment

Where We Are

Well-Conceived, Well-Accepted Campus Allocation Formulas

The Campus Budget Team is made up of faculty, administration, classified staff, and students that oversee the budget development process and makes recommendations to the College Council [see **Chart II-31—De Anza's "B" Budget Distribution (1998-99 Fund 14 "B" Budget)**]. This process is part of the college's decision-making model and is entering its fourth year of operation.

Chart II-31—De Anza's "B" Budget Distribution (1998-99 Fund 14 "B" Budget)



Source: De Anza Finance and College Services

Strength of Self-Supporting Programs

The programs shown in **Chart II-32—De Anza's Self-Supporting Programs** are designed to meet college needs by using external sources of funding. The goal is for each program to fully support its operation and contribute much-needed dollars and/or resources to the college, and, in some cases, to the state's community colleges.

Chart II-32—De Anza's Self-Supporting Programs

- Apprenticeship
- Business & Industry Institute
- Campus Center Enterprise Funds
- Center for Applied Competitive Technologies
- Community Education
- High Tech Center Training Unit
- Occupational Training Institute
- Printing Services
- @ONE Faculty Technology Training Project

Facilities and Maintenance Funds

The college and district operate ongoing deferred maintenance projects on the De Anza campus as well as facility improvement programs such as the renovation and conversion of the former Firing Range into general classrooms. **Chart II-33—De Anza's Facilities and Deferred Maintenance Projects** describes recent and future facilities projects of the campus. Most of these projects were proposed in the 1990 Facilities Plan; the bioscience, mathematics and language laboratory projects are being proposed in the new Facilities Plan for the district.

Chart II-33—De Anza's Facilities and Deferred Maintenance Projects

Recent Projects Completed or Underway

- G Building conversion (former Firing Range) to 10 classrooms
- Classroom renovation with secondary effect funding
- Restroom renovation
- Heating, ventilation and air conditioning renovations throughout campus
- Network infrastructure upgrade throughout campus
- Admissions & Records remodel
- OTI on-campus construction and move
- Mechanic Shop in the Warehouse yard
- Plant Services work center

Future Anticipated Projects

- Child Development Center expansion
- Bioscience remodel
- Environmental Science Building
- Creative Arts complex
- Mathematics remodel
- Language laboratory
- Faculty, staff and program office space
- Cottages remodel

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PART II. Internal and External Assessment

Where We Are

6. Reputation

Why is this significant?

This indicator of quality measures the college from local, regional, statewide, national and global perspectives. When students are asked why they chose to attend De Anza, they often say "... because of its reputation." Thus, assessing our reputation is important to attract and retain students.

Are we improving?

Awards and Recognitions

Throughout the years, De Anza has earned the right to be called exceptional for many reasons. Recent awards (e.g., to the college's public access director of the Television Center for establishing a job line, the Jazz Ensemble's first place at the American River College Statewide Jazz Festival, and the Faculty Association of California Community Colleges' "Advocate of the Year" and "Adjunct Faculty Member Award" presented to De Anza faculty) are examples of the breadth of recognition that is deemed important in maintaining the college's reputation. **Chart II-34—Recent Awards and Recognitions Earned by De Anza College** displays some additional accolades received by the college in the last few years.

Chart II-34—Recent Awards and Recognitions Earned by De Anza College

No. 1 Community College in Silicon Valley–"De Anza is the best community college for its impressive technology center, first-class campus and registration by phone, Internet or friendly humans," according to the 1997 Reader's Choice Award for the Best of Santa Clara Valley published in Metro, the countywide weekly newspaper.

No. 1 Transfer–De Anza's transfer rate is outstanding. In fact, the California State University's Chancellor's Office recently announced that more De Anza students transferred to the CSU system in the fall of 1997 than from any other community college.

No. 1 Vocal Jazz–De Anza's Vocal Flight was named the best collegiate vocal jazz group in the country by Down Beat Magazine in 1987, 1991, 1993, 1994 and 1996. The competition is judged by well-known vocal jazz artists and draws applicants from two- and four-year colleges throughout the United States.

No. 1 Athletics Championships–In recent years, De Anza College has excelled in athletic competitions, winning the 1996-97 Bud Ottmar Award as best in the Coast Conference of 16 community colleges, 1997 Men's Soccer State Championship, 1996-97 Women's Soccer Coast Conference Champions, and 1998 Women's Tennis State Championship.

No. 1 Most Wired–An issue of Yahoo! Internet Life named De Anza the most electronically wired community college in the United States. The purpose of the Yahoo! study was to find out which schools provide the most access and exposure to the Internet.

No. 1 Dance Team–Phaze II, a multicultural dance team, has been awarded first-place honors in West Coast and national competitions. Formed to help recruit students, the dance team performs at regional and campus activities and especially reaches out to young adults and students historically underrepresented in higher education by attracting them to the college as freshmen.

No. 1 Best Internal Newsletter–In 1997 and 1998, the Community College Public Relations Organization awarded the De Anza employee newsletter, LocalTalk, first place; and in 1997, the National Council for Marketing and Public Relations awarded De Anza a gold Medallion for the commencement program, a silver Medallion for the catalog, and bronze Medallions for four other publications.

PART II. Internal and External Assessment

Where We Are

Regional and Community Leadership

Serving the local community through participation on civic, nonprofit, and other community groups is in keeping with our community college mission. **Chart II-35—Regional and Community Leadership Positions Held by De Anza College Faculty, Staff, and Administrators** illustrates that faculty, staff, and the administration assume leadership roles throughout the Silicon Valley on an annual basis.

Chart II-35—Regional and Community Leadership Positions Held by De Anza College Faculty, Staff, and Administrators

Caron Blinick, Board Member, Sunnyvale Chamber of Commerce (1996-1997); Board Member, Leadership Cupertino, 1997-98 and 1998-99; Recipient of Outstanding Service to the Sunnyvale Chamber of Commerce Award given by the Sunnyvale Chamber of Commerce Board

Mike Brandy, Treasurer, Mission-West Valley Land Corporation

Susan Bruch, Pediatric Nurse Practitioner (1998-present), San Jose Free Clinic

Nancy J. Canter, Executive Board - Riverside Art Museum Board of Trustees; Secretary, City of Riverside Museum Board; City of Riverside Art in Public Places Commission

Susanne Chan, Monta Vista High School PTA President (1996-97 and 1997-98); Board Member, Fremont Union High Schools Foundation (1995-present; Board Secretary, 1997-present); Local County Chair, School to Work Interagency Transition Project; Recipient, PTA Continuing Service Award

Michael Chang, Mayor of Cupertino and City Council Member

Donna Dowdney, President's Award, Silicon Valley Chapter, Society for Technical Communication, 1996

Maurice Dunbar, Orator & Librarian, Scottish Rite of Freemasonry, San Jose (1985-present); Officer, El Camino Research Lodge, San Jose

Thelma R. Epstein, Bay Faculty Association President (1996-97)

Dan Furtado, Mayor of Campbell and City Council Member

Arnetta Garcin, Mentor Teacher, Fremont Union High School District, 1980, 1993-95; Chairman, FUHSD Mentor Teacher Program, 13 years; Member, Workforce Silicon Valley

Robert Griffin, Board of Directors, Cupertino Community Services; Santa Clara County United Way Advisory Committee (1997-present); United Way Strategic Plan Task Force (1998-present); Fremont Unified School District Community Advisory Committee (1999); Community College Regional Task Force on Retention and Academic Success for African American Students (1999)

Janice Hector, Trustee, Union School District Board (1990-present)

Judith Johnson, Member, City of Cupertino Committee for Bicycle and Pedestrian Action

Martha Kanter, Trustee, San Jose Museum of Art, Board of Directors, City Year-San Jose/Silicon Valley; Board of Directors, Cupertino Chamber of Commerce; Representative, Joint Venture Silicon Valley's 2010 Vision Leadership Team & Civic Network; Co-Founder, Multicultural Leadership Collaborative; Board of Directors, Public Dialogue Consortium; International Exchange and Scholarship Committees, Cupertino Rotary International

John Lovas, Member, Executive Committee, Conference on College Composition and Communication (1996-1999); Member, Advisory Board, PBS/Annenberg videocourse, "Writing for an Audience," 1997 to present

Sharon Miller, Board of Directors, South Bay Area Shakespeare Festival

Elizabeth Mjelde, curator, "Reconsidering the Retrospective: Lucretia Van Horn (1882-1970)" at the Euphrat Museum of Art, 1998 (grant received from Cupertino Educational Endowment Fund for the exhibition)

Marilyn Patton, Chair, Coats for Kids, Alliance for Children of Santa Cruz County; Finance Committee Acting Clerk, Santa Cruz Friends Meeting; Corresponding Secretary, People's Democratic Club

Kim Pearce, Founder and Board of Directors, Public Dialogue Consortium

Kathy Plum, Certification Chair, Santa Clara Valley Section of the American Society for Quality

Daniel Roest, Artistic Director, South Bay Guitar Society (1996-present); Arts Program grant recipient, City of San Jose Arts Commission and Multicultural Arts Incubation program, Community Arts Fund, and Arts Council Silicon Valley; founded South Bay Guitar Society as a non-profit organization (1996)

Hester Schell, President, Half Moon Bay Film Society; Regional Adjudicator, American College Theatre Festival

Susan Schenck, Pat Malan, and Marti Carlson, 1998 NASA/Ames Contractor of Excellence for the Foothill De Anza Internship Program

Kulwant Singh, Men's Soccer President (1997 and 1998), Northern California Community College Soccer Coaches Association; Women's Soccer President - (1996 and 1997) Northern California Community College Soccer Coaches Association

Frank Soler, Advanced Placement Statistics in Local High Schools

Deborah Stern, Business Advisory Committee Member, Sensory Access Foundation; Executive Board, Chair, Scholarship Committee, and Lifetime Achievement Award Recipient for Exceptional Leadership, Santa Clara County Committee for Employment of People with Disabilities; Chair, Web Page Development Team, Bay Area Coalition for Employment of People with Disabilities

Phil Stokes, Trustee, West Valley-Mission Community College District

John Swensson, Director, Silicon Valley Chapter, Association of the U.S. Army; Director, West Point Society of Silicon Valley; Regional Flex Day Speaker on Technology at De Anza, Las Positas, Vista, Laney, College of the Alameda, and CCSF Community Colleges

Susan Tavernetti, Film Critic, Palo Alto Weekly

James C. Williams, Advisory Board (1991-present), Preservation Action Council of San Jose

LaDonna Yumori-Kaku, Board Member (1996-98), Sequoia Japanese American Citizens League; Treasurer (1996-98), Silicon Valley Asian Pacific American Democratic Club; Board Member (1997), Secretary (1998), Contemporary Asian Theatre Scene

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PART II. Internal and External Assessment

Where We Are

State and National Leadership

Statewide and national leadership roles are regularly assumed by De Anza's faculty, classified staff, and administrators. The quest for excellence and continuous improvement on the campus is often shaped by the nature of these participatory activities. Further, our staff are able to affect state and federal policies and guidelines to benefit students and the district. **Chart II-36—State and National Leadership Activities Undertaken by De Anza Faculty, Staff, and Administrators** portrays selected state and national leadership roles assumed by our faculty, staff, and administrators.

Chart II-36—State and National Leadership Activities Undertaken by De Anza Faculty, Staff, and Administrators

Thomas W. Beggs, Who's Who Among America's Teachers, 4th edition, 1996

Dennis Borelli, President (1996-97), California Bursar's Association

Susan Bruch, Item Writer and Reviewer, National Nursing Boards, National and State Boards of Nursing

Cindy Castillo, State Board of California Community College Student Financial Aid Administrators Association: Regional Coordinator 1995-96 and Secretary 1996-97; CASFAA (California Association of Student Financial Aid Administrators) HEA Reauthorization Committee Member (1998)

Susanne Chan, State Chair, Workability III/IV Field Support Group of the California Department of Rehabilitation, California Community Colleges, State Colleges and Universities

Michael Cole, Recipient, Award for Design Excellence, Print Magazine; Award of Distinction, Creativity 27 Annual; Award of Distinction, Creativity 28 Annual; Multisensory Showcase Award, California Community Colleges Foundation

David L. Coleman, Inclusion in the 4th edition of "Who's Who Among America's Teachers" (February 1996); Inclusion in the 5th edition of "Who's Who Among America's Teachers" (May 1998)

Cynthia Denman, Founding President, Nevada/California Regional Alumni Association of Phi Theta Kappa International Honor Society

Donna Dowdney, Society for Technical Communications: Associate Fellow 1997, Fellow 1999

Thelma R. Epstein, State Treasurer and Board of Governors (1996-97), Faculty Association of California Community Colleges (FACCC); honored as 1998 Faculty of the Year

Toni Forsyth, Executive Director (1977-present), Center for the Study of Diversity in Teaching and Learning in Higher Education; Director (1996-present) Statewide "Student Equity Colloquia" and "Commitment to Diversity Colloquia"

Joel Franks, Davies Fellow, University of San Francisco, Fall 1998

Arnetta Garcin, President, Journalism Educators Association of Northern California/JEANC; elected to JEA (national) Regional Directorship, November, 1999

Mike Gervasoni, President, Women's Basketball Coaches Association, 1997-98

Robert Griffin, Board of Directors and Past President (1996-97), Association of California Community College Administrators, National League for Innovation Representative; Regional Workforce Preparation and Economic Development Act Advisory Group (1998-present)

Beth Grobman-Burruss, Vice President, Consortium for Distance Learning

Tuck Halsey, President (1988), Northern California Golf Coaches Association

Richard Hansen, Board of Governors (1997-present), Faculty Association of California Community Colleges (FACCC)

Ken Harper, Accounting Education Committee, American Accounting Association and California Society of CPAs; Founding Member, Northern California Accounting Educators; Statewide Co-Chair, Accounting in the Year 2015

Barbara Illowsky, Board Member, Council of Mathematics of the California Community Colleges; 1998 National Institute of Staff and Organizational Development Teaching Excellence Award

Judith Johnson, Project Co-Director, Online Course Templates for Instructional Improvement

Martha Kanter, Board of Directors, President, and Mentor (1995-98), Association of California Community College Administrators (ACCCA); Chair, ACCCA Corporate Relations Committee (1996-1998); National Community Colleges Advisory Panel, The College Board; National Commission on Learning Technologies, American Association of Community Colleges; District Representative, National Community College Distance Learning Network; Mentor, the American Council on Education; Board of Directors, Community College Leadership Development Initiative

Ann Koda, Project Director, @ONE Statewide Faculty Technology Development Program of the California Community Colleges

Jim Linthicum, President (1996-98), NorCal Coaches Association for Track and Field/Cross Country

John Lovas, Chair, The National Two-Year College English Association of the National Council of Teachers of English; Workshop presentation, "New Approaches to Teaching Developmental English, First-Year Composition and Introduction to Literature," TYCA West Regional Conference, Las Vegas, October, 1998

Dan Mitchell, Lead Faculty Representative, @ ONE Project Faculty Technology Team

Terri O'Connor, President, California Community College Public Relations Organization, 1998 Communicator of the Year, National Award and District VI (Western United States) Award, National Council for Marketing and Public Relations

Nancy Olsen, Director, New Mexico Endowment for the Humanities Grant for the Pueblo Indian Potters' Symposium, Pueblo Indian Cultural Center, Albuquerque, NM, April, 1996

Kathy Plum, Inclusion in Who's Who Among America's Teachers (1996)

Willie Pritchard, President, Board of Directors, New Media Centers

Steve Sellitti, Innovation Abstracts Selection of De Anza's Middle College as a National High School/College Partnership Model

Paul Setziol, District Representative, State Academic Senate for California Community Colleges

Mark Sherby, National Mentor, Microsoft Connections Partnerships of the American Association of Community Colleges

Rebecca Sherwood, President, California Chapter, American Psychiatric Nurses Association

Kulwant Singh, Executive Committee Member (1996, 1997 and 1998), California Community College Soccer Coaches Association; Technical Director (1997 and 1998), California Youth Soccer Association; Staff Coach (1996, 1997 & 1998), United States Youth Soccer Association, Western States

Barry Smith, Regional Vice President (eight Western States) and National Trustee, American Society of Dousers

Frank Soler, Faculty Consultant; Exam Item and Curriculum Developer, Advanced Placement Program in Statistics, The College Board/ETS

Edwina Stoll, President, California Speech Communications Association; Current Chair, Community College Interest Group Committee for the National Communication Association; Campus Project Director, National Learning Communities Dissemination Project, FIPSE/Washington Center for Undergraduate Education

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PART II. Internal and External Assessment

Where We Are

Continued from page 25

Chart II-36—State and National Leadership Activities Undertaken by De Anza Faculty, Staff, and Administrators

Mick Sullivan, President, Statewide Occupational Deans Association

Susan Tavernetti, Inclusion in Marquis' Who's Who in America (West, 27th ed.)

Leland Van Fossen, included in Who's Who of American Teachers, Fall, 1997

Ron Warnock, Treasurer, National Alliance of Two Year College Athletic Administrators; Chairperson, National Committee for Advocacy of Two-Year College Athletic Programs; Past-President for Educational Leadership (FAHPERD)

Linda West, Project Co-Director, Online Course Templates for Instructional Improvement

James C. Williams, Board Member of the California Council for the Promotion of History (1995-1997); Treasurer and Executive Council Member of the National Society for the History of Technology (1992-present); Certificate of Commendation from the American Association for State and Local History, for Energy and the Making of Modern California, published September 1998

Carol Wilson, Project Director, 1997-98 VATEA Grants for SCANS Competencies, New Courses for Special Populations (CalWorks), and New Certificates for Entry-Level Office Assistants, CAOS Program

Marian Wronsky, Recorder/Treasurer, 1996-98, California Chapter, College Reading and Learning Association

LaDonna Yumori-Kaku, President-Elect (1998), Northern Regional Representative (1996-98), California Community Colleges Student Affairs Associatio

Global Leadership

The college has played an increasing role in international education in the last decade, which is consistent with the globalization of the economy and world connections made possible by the Internet and an expansion of the college's reputation in developed and developing countries. **Chart II-37—Global Leadership Activities Undertaken by De Anza's Faculty, Staff, and Administrators** illustrates some of the key activities underway.

Chart II-37—Global Leadership Activities Undertaken by De Anza's Faculty, Staff, and Administrators

Susan Bruch, Director of Education, Interplast, Inc., a non-profit international organization that provides free surgery for the peoples of developing nations

Kathleen Burson, Director, Teacher Training in Bosnia and Taiwan; Campus Study Abroad in France, Italy, Vietnam

Michael Chang, Director, Silicon Valley Asian Pacific Leadership Institute and Founder, Shinchu-Cupertino Sister City Program

Martha Kanter, Bill Geisinger, Terri O'Connor and Sharon Sunico, De Anza-Raleigh International-Hewlett Packard Partnership in Global Community Building

Rose Kirumira, Visiting Faculty Recipient of Fulbright Fellow-Artist-in-Residence from Kampala, Uganda (Fall, 1998)

Gloria Mitchell, teacher for Semester at Sea for the Institute for Shipboard Education, Spring 1998

Nancy H. Olsen, Member, World Archaeological Congress (1986-present)

Lorie Prouty, Initiator, Sister College Agreements with Sanyo Gakuen University, Okayama, Japan; Aso Fukoka Junior College, Fukoka, Japan; Beppu University and Beppu Junior College, Oita-ken, Japan; Chinese Foundation of Montessori, Taipei, Taiwan ROC; Al Manahil School, Riyadh, Saudi Arabia; Masan College, Korea; Play Space School, Taipei, Taiwan; Yamaguchi Junior College, Hofu, Japan

Kulwant Singh, Consultant, FIFA Women's World Cup

John Swensson, Faculty Coordinator, Campus Abroad Vietnam, Summer 1998, Ho Chi Minh City, Viet Nam

James C. Williams, Executive Committee, International Committee for the History of Technology (1998-present) and Active Participant and Session Organizer of its 1998 Symposia in Lisbon and Belfort, France (ICOHTEC receives its international charter through the International Science Congress)

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PART II. Internal and External Assessment

Where We Are

Leadership through Scholarship:

Contributing to the literature of one's discipline or field of investigation provides a wealth of information to an international readership. De Anza's faculty and staff are continually in the forefront of scholarship as measured by the books and substantive articles that are published annually. **Chart II-38—Books and Articles Authored by De Anza Faculty and Staff from 1996 to Present** is evidence of our reputation among scholars and interested members of the local and world communities of which De Anza is a part.

Chart II-38 – Books and Articles Authored by De Anza Faculty and Staff from 1996 to Present

Patrick Bresnan, Awakening: An Introduction to the History of Eastern Thought, Prentice-Hall (1999).

Barbara Callison, Swim for Life, Barcal (1998).

Nancy J. Canter, Factors Influencing Retention at Riverside Community College, University of Southern California Dissertation, 1997; Artwork published in "The Forum," the journal of the Academic Senate of California Community Colleges (1998).

Michael Cole, Dr. Dither's Digital Basics (1997).

Donna Dowdney, with Donna Richards Sheridan, How to Write and Publish Articles in Nursing, Springer Medical/Nursing Publishing Company, New York, Second Edition (1997); Writing for Publication Workbook, Writing Enterprises International, Cupertino, California, self-published (1998); Technical Writing VI Workbook, Writing Enterprises International, Cupertino, California, self-published (1998); "Necessary Skills for Technical Communicators," Connection, Society for Technical Communication (February 1998); "Mentoring New Nurse Authors," with Donna Richards Sheridan, Nurse Author & Editor (Spring, 1998); "Necessary Skills for Technical Communicators," CD-ROM and Proceedings, Annual Conference, Anaheim, California, Society for Technical Communication (May, 1998); "Nurse Writers Internet and World Wide Web Sites," with Donna Richards Sheridan, Nurse Author & Editor, Fall (1997).

Maurice Dunbar, Hooked on Books: Everybody's Guide to Book Collecting, Smarts Publishing Group, San Mateo (1997).

Behrouz Forouzan, Introduction to Computer Science: A Structured Programming Approach Using C, with Gilberg, ITP Publisher, to be released 2/15/99; Data Structures: A Pseudocode Approach with C, with Gilberg, ITP Publisher (1998); Introduction to Data Communication and Networking, McGraw-Hill (1998).

Toni Forsyth, Video: "Crosscultural Communication in Higher Education," one of the eight videos available in the series, Multicultural Perspectives in Higher Education, Anker Publishing Company (1996).

Joel Franks, Asia Pacific Americans and the United States (2 volumes), McGraw Hill (1996); Whose Baseball?: The National Pastime and Cultural Diversity in California, 1859-1941, Scarecrow Press.

Arnetta Garcin, co-author of Journalism Framework, JEANC, in press.

Richard F. Gilberg, Data Structures: A Pseudocode Approach with C, with Forouzan, ITP Publisher (1998); Introduction to Computer Science: A Structured Programming Approach Using C, ITP Publisher, with Forouzan, to be released 2/15/99.

Mike Gough, Spring/Summer, 1998: Executive Producer/Author and Featured Instructor for the Distance Learning videotapes for the 19th edition of the Warren Accounting text and for the 6th edition of the Financial and Managerial Accounting text also by Warren.

Joanne Hames, with Yvonne Ehern, Introduction to Law, Prentice-Hall, (1998).

Stephen Hinerman, with James Lull, Media Scandals: Morality and Desire in the Popular Culture Marketplace, New York: Columbia University Press and Oxford: Polity Press (1997).

Barbara Illowsky & Susan Dean (co-authors), Collaborative Statistics, Addison Wesley Educational Publishers (1997).

Judith Johnson, created electronic testing for English and Careers text, Prentice-Hall (1996).

Martha J. Kanter, Beth Grobman Burruss and Sandy Acebo, " 'Most Wired' College Tells of Journey to the Information Age," Community College Journal, Vol. 69, No. 1 (August/September 1998); "Preparing Tomorrow's Workforce," Controller's Quarterly, with Leo E. Chavez, State of California (August 1998).

Louis Gary Lamit, Engineering Graphics and Design, West Publishing Company (1997); Fundamentals of Engineering Graphics and Design, West Publishing Company (1997); Basic Pro/Engineer in 20 Lessons, PWS Publishing (1997); Basic Pro/Engineer with References to PT Modeler, PWS Publishing (1997); Pro/Engineer 21, Brooks Cole Publishers, (forthcoming in August 1999).

John Lovas, "An Analysis of Trends in Part-time Faculty Employment in California Two-Year Colleges," ADE Summer Seminar, Traverse City, MI, June 1997; "Allocating Resources in a Large Two-Year College Writing Program," CCCC Annual Convention, Chicago, April, 1998; Experiences: The Reader for Developing Writers, New York: Harper Collins College Publishers (1996); "How Did We Get in This Fix? A Personal Account of the Shift to a Part-time Faculty in a Leading Two-Year College District," in Eileen Schell and Patricia Lambert Stock, Moving a Mountain: Improving Working Conditions of Adjunct Writing Faculty, Urbana: NCTE, forthcoming.

Judy C. Miner, Ashoka's Dream, Operaglass Website, Stanford University (1998).

Patricia O'Neill, Instructor's Resource Manual (1998) to accompany Toward Health Aging, Moseby Yearbook.

Nancy H. Olsen, Bandelier Rock Art Documentation Study, Final Report (1997), Albuquerque, N.M.; "Rock Art of the Pajarito Plateau," in Final Report of Bandelier Archaeology, editor Timothy Kohler, University of New Mexico Press (in press).

John Perry, Advanced C Programming by Example, ITP Publishing.

Lorie Prouty, "Foothill-De Anza Community College District and Hewlett-Packard," in Common Ground: Exemplary Community College and Corporate Partnerships, The League for Innovation in the Community College and the National Association of Manufacturers (1996).

Hester Schell, Publisher and Editor, Bay Area Casting News (monthly newsletter of Bay Area film actors) (1996 – present).

Mark Sherby, MCSE-Studier: Windows NT Administration, Stanford PC Networking (1997); MCSE-Studier: Windows NT Technical Support, Stanford PC Networking (1998).

Ariel Slothower Smart, The Green Lantern and Other Stories, Fithian Press, Santa Barbara (1999).

Frank Soler, Statistics: A Model for Uncertainty, Kendall Hunt Publisher (revised in 1997).

Randolph Splitter, Body and Soul, Creative Arts Book Company, Berkeley (1999).

Edwina Stoll & Jim Luotto, Communication Skills for Collaborative Learning, Kendall Hunt Publishing (revised in 1997).

John Swensson, Teaching Composition with Literature, Ed. Dana Gioia, Patricia Wagner, New York: Addison Wesley (1999).

Susan Tavernetti & Margo Kasdan, The Critical Eye: An Introduction to Looking at Movies (3rd ed.), Dubuque, Iowa: Kendall/Hunt Publishing Company (1998); "Native Americans in a Revisionist Western: Little Big Man" in Hollywood's Indian, pp. 121-136, ed. Peter C. Rollins and John E. O'Connor, Lexington, Kentucky: The University Press of Kentucky (1998).

Leland Van Fossen, A Guide to the Study of Introductory Biology, Burgess Press (1999); Marine Biology, Kipuka Productions (1998); Ecology, Kipuka Productions (1993); A Guide to Big Basin State Park, Kipuka Productions (1993).

James C. Williams, Energy and the Making of Modern California, Akron, Ohio: University of Akron Press (1997); "Hydroelectricity and the FERC 106 Process–A View from the West," CRM, 21 (1998): 2-6, 52; "Getting Housewives the Electric Message: Gender and Energy Marketing in the Early Twentieth Century," in His & Hers: Gender, Consumption, and Technology, edited by Roger Horowitz and Arwen Mohen, Charlottesville, Virginia: University of Virginia Press (1998), 149-170 (+ notes); "Frederick E. Terman and the Rise of Silicon Valley," International Journal of Technology Management, 16:8 (1998): 751-760; "Energy, Conservation, and Modernity: The Failure to Electrify Railroads in the American West," in Technology and Western Landscapes, edited by Stephen Tchudi, Reno: Nevada Humanities Committee, Halcyon Imprint, 1998, pp. 51-69; "California's First High-Head Turbine Installation," IA: The Journal of the Society for Industrial Archeology, 22:1 (1996): 50-64; "Fuel at Last: Oil and Gas for California, 1860s-1940s," California History 75 (Summer 1996): 114-127, 180-181.

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PART II. Internal and External Assessment

Where We Are

As shown in this section of the DE ANZA 2005 Pathways to Excellence, six indicators of quality, factors critical to the success of the institution, assess and display quantitative and qualitative data about the college's performance. They are used to determine whether the college is accomplishing what it had planned to do, to identify areas for improvement, and to acknowledge exemplary performance where indicated. Comparable indicators are in place at Foothill College so that the Foothill-De Anza Community College District as a whole can assess its performance as a district. These quality indicators provide a baseline for determining progress over time and will be used annually in the college operational plans, for accreditation, and for future strategic planning and budgeting efforts of the institution.

The External Environment and Its Implications

What's Impacting Us Now and into the Furure

Our external environment shapes who we are and how we develop. These trends or shifts in our socio-economic fabric may be slow and subtle, or dramatic and rapid. They may represent opportunity or adversity; but one thing is certain, change always presents challenge.

Silicon Valley, unlike some other places in the world, is changing very quickly. Our focus for the Educational Master Plan is on those trends which in our opinion will have the greatest impact on us. Drawn from prior college masterplans, and following a yearlong analysis in 1997-98, the following seven premises emerged from the identified trends. The premises are:

- Dynamic Demography: Addressing the Diverse Educational Needs of the Population
- Major Social Change: Strains in the Social Fabric
- Silicon Valley: The Economic Miracle Machine
- Intense Pressure for Workforce Development
- Increasing Competition and Cooperation
- Enhancement of Fiscal Resources
- Future State-Level Trends in the California Community Colleges

Each premise and its implications for the district are presented in Chapter 3: The External Environment and Its Implications of the Foothill-De Anza Community College District Educational Master Plan.

PART III. Plans for the Future

Four Goals and Expected Outcomes for 2005

We will forge our
pathways to excellence
by achieving
four goals.

Achieve levels of excellence in a climate of learning for a diverse student body.

From its inception, De Anza College has embodied the drive to be the best while providing "Educational Opportunity for All," the district's original motto. Today, we formulate that same institutional challenge in a new way. To achieve excellence through diversity, we must establish a climate for learning—a college culture—which expects high levels of achievement for all our students, and builds on the rich tapestry of experience each brings to De Anza.

While some commentators in higher education and the wider public see creating broad access in conflict with maintaining high standards, we consciously reject that formulation. We believe rich diversity—in viewpoint, age, cultural background, race, purpose, and social values—must be a hallmark of excellence in educational achievement. We also recognize that creating the learning conditions on campus that embody trust, equity, challenge, fairness, engagement, and a strong sense of community has not yet been fully realized. Therefore, our planning for improvement must be directed in these areas:

Improve the Climate for Learning

- Promote a welcoming atmosphere in all first contacts with new students, new staff, and the public.
- Continue to institutionalize the values of treating every person with full human dignity and create communication systems that encourage both students and staff to be well informed and active in the decisions that shape the curriculum, programs, and student pathways.
- Celebrate our diversity and achievements in both learning and human relationships through regular activities of recognition, publication, and dissemination both on campus and in the wider community.

Improve Assessment for a Diverse Student Body

- Provide a broader and more detailed assessment of students in skills, learning styles, career goals, educational and socio-economic background, cultural heritage, emotional intelligence, and disability presence.
- Establish a Student Educational Plan which is built on multiple assessments to help each student focus his/her studies, allowing staff to provide both effective and efficient support for those studies and moving students to complete their goals.

"We have tomorrow
Bright before us
Like a flame."
– Langston Hughes

Improve Instruction and Student Services for a Diverse Student Body

- Revise existing curricula and create new courses and programs that can effectively integrate the ingredients of student success: mastery of information, development of learning skills (especially reading, writing and mathematics), active encouragement of culturally diverse perspectives, and familiarization with the basic tools of scholarship such as critical analysis, accessing and documenting concepts and information, and effective presentational skills (oral, written, and mediated).

PART III. Plans for the Future

Four Goals and Expected Outcomes for 2005

- Improve the student success rates of all ethnic, gender, and disability groups for all major indicators of student outcomes so that they will be comparably high with no more than a 5% variance between each group. They will be guided by division and departmental plans to achieve student equity.
- Clarify and raise, where appropriate, the college's academic standards and competencies for degree, certificate, transfer, and workforce requirements to reflect the increased knowledge and skills in both body and spirit needed for students to be current, competitive, and creative in today's world.
- Increase in the kind and number of professional development opportunities for faculty and staff to work more effectively with students. Particular emphasis will be given to multicultural teaching skills, interdisciplinary methods, collaborative teaching within and among disciplines, and greater mastery of traditional and innovative teaching tools in both real and virtual classrooms and labs.
- Establish more effective measures of outcomes for both individual students and for programs and departments. These include methods of feedback that promote regular and thoughtful modifications of the learning environment.
- Promote collaboration between Student Services and Instruction that focuses on student access, retention, and success.

Provide effective pathways to learning for every student.

Our mission supported by statements of purpose and outcomes gives broad direction to the future emphasis of the college. While many students design their own unique pathways through De Anza, our assessments show that we must meet these differing educational needs in varied and flexible ways.

De Anza values the balance that is realized by offering courses that range from college general education and transfer, to those specifically designed for immediate employment into various high-demand occupations, to those courses at the pre-collegiate level for students with developmental learning needs. As our student population is culturally and ethnically diverse, so are their interests, their levels of intellectual curiosity, and their preparedness for the disciplines the college offers. De Anza needs to provide a full range of offerings from basic or developmental classes to the more advanced courses that enable its students to succeed in the workplace or as transfer students to a university. The college will focus its planning efforts on strengthening its programs and services in the following areas:

Enhance Programs for Freshmen and Students Seeking Career Preparation and Retraining

- Provide full programs for recent high school graduates seeking transfer or preparation for work (basic skills, general education, transfer/vocational majors, A.A./A.S. degrees).
- Offer focused programs for those seeking immediate employment or retraining, and for those in the workforce upgrading their skills (certificates, weekend college, Welfare-to-Work, OTI, CACT, Business & Industry, etc.).

- Deliver effective assessments, both self and institutional, using the Student Educational Plan and provide regular updates for transfer and vocationally oriented students (registration, testing, counseling and advising, research).
- Establish new and improved relationships with both feeder institutions (high schools, social agencies), transfer institutions (public and private universities, proprietary schools), and businesses.

Clarify the Pathways to Success in College

- Promote enhanced forms of communication that inform students of the multiple pathways to educational success which range from initial inquiries to orientations to reviews of academic progress to completion of degree and certificate requirements.
- Promote flexible programs that provide practical choices for youth, parents, and older citizens (child care, short courses, community education).
- Experiment with alternative load and scheduling policies to meet student needs with increased coverage, better delivery systems, and more flexibility by working with negotiated agreements (e.g., offer blocked and annual scheduling, assure the availability of courses in a sequence, provide cross training, cyberschedules, virtual office hours, etc.).
- Create strong, rich programs incorporating Instruction and Student Services based upon mutual support and shared development, delivery, and evaluation.

Encourage New Forms of Scholarship in the Classroom

- Redefine the classroom as a place for a broad range of teaching methods or pedagogies (problem analysis, collaborative learning, interdisciplinary study, role playing, gaming, and electronic interaction) and focus on "uncovering" content and arranging student encounters with the best minds of the past and the present.
- Provide new models of participation for both faculty and staff that incorporate the roles of mentor, coach, and facilitator with those of lecturer and grade-giver.

Improve student learning, student life, and the management of resources through the appropriate application of technology.

We know the attainment of knowledge is enhanced in a congenial environment and extended by the mastery of the tools of scholarship. The material conditions of learning make a difference, allowing students to concentrate on their learning and empowering them with access to great ideas and important information. For those reasons, we will pursue the following initiatives to create truly humane conditions for learning.

Improve Student Learning with New Tools

- Improve assessment, advisement, and placement by making new tools available to staff and students. Examples include risk analysis data by program for students recommended for basic skills courses and individualized, online student educational plans so that students can determine their progress in achieving degrees, certificates, transfer, and/or career preparation through appropriate career-ladder pathways.

- Support all courses with appropriate technology to increase student responsibility for learning and mastery of skills. All students and staff will have online Web access that includes training and technical support.
- Expand Internet access and enhance television services to provide learning options such as distance learning, multimedia as a learning tool, and online information research.
- Provide access to technology for students with disabilities, including alternative text formats (e.g., Braille, large-print, and audio).

Improve Student Learning through New Systems and Facilities

- Annually prepare class schedules which are based on student need and determined by a composite of student educational plans. Up-to-date schedule information such as course location, instructor, and available seats will be provided in real time on the Web.
- Provide training and support to faculty, staff, and administrators on appropriate technological tools, databases, and software applications for their jobs as needed. Currency in these tools and tracking of key quality indicators will be an expectation of every employee.
- Increase and improve laboratory space for both the arts and sciences areas by incorporating technological features. In addition, provide more social and meeting space for faculty, staff, and student gatherings as well as more areas for joint use with other colleges and agencies.

Increase access through planned growth and fiscal soundness.

The dual pressures to meet the growing educational needs of our community and to use our fiscal resources to the maximum effect require efficiency, productivity, and accountability. Our educational mission drives our work, but we operate in a framework of public policy and public support. We must communicate effectively what is required to meet the educational expectations of our community, and we must wisely use the support provided by our taxpayers and legislators. Balancing the needs of students with the available resources will require these continuing efforts:

Increase Student Access

- Use program review for the appropriate allocation and/or reallocation of resources as well as the redesign of program mix. The goal to is to achieve proportional representation from underrepresented ethnic groups while attracting special populations such as older adults and working adults, distance learners, and international students.
- Construct our programs in response to the learning needs of our students while maximizing our income to meet state funding requirements for growth and retention, state initiatives for performance funding, and increased use of categorical funding.
- Carefully schedule facilities, faculty, and staff to insure an optimal FTES while realizing that general fund revenues provide the greatest flexibility in meeting student needs.
- Plan for intelligent growth to include aggressive development of off-campus sites, the high schools, and business locations.

PART III. Plans for the Future

Four Goals and Expected Outcomes for 2005

Ensure Fiscal Soundness and Accountability

- Manage our costs prudently by maintaining effective expense controls and by monitoring expenditures to ensure accountability to our mission.
- Increase financial and personnel resources for faculty and staff training, Web management, and technical support.

Increase External Resources to Support Innovation and Entrepreneurship

- Develop more effective partnerships with business, industry, and community leaders. Such alliances will establish the basis for learning competencies linked to industry standards and employability needs and will provide a baseline for better public funding and necessary private funding.
- Establish a more aggressive, coordinated approach to fund-raising and an expanded Grants Office. Each organizational unit will meet a target for external funding. Fund-raising should be done to augment our programs and services to support our mission, ensuring that we do not compromise our integrity as an educational institution.
- Maintain an annual set-aside of discretionary funds to support innovation.

Time passes at a uniform, arbitrary rate. Every second, every minute may seem the same. Yet when we think in large units of time, we give special meanings to years, to decades, to centuries. Milestones matter. This document looks back on the last decade of the 20th century and looks forward to the marking of a millennium. The close of this century heightens our sense of both past and future.

We trust that all members of the De Anza community will use the heightened sense of this historical moment for finding ways to make our plans work. The final test of a master plan lies not in how well the plan is formulated but in how the plans really work. If each of us gives our best effort to making these plans part of our daily routines and decision making, the beneficiaries will not only be the college programs of 2005, but the students of 2025 and beyond.

APPENDIX 1 Tracking System for Annual and Long-Term Operational Goals and Strategies through 2005

DE ANZA 2005 Pathways to Excellence

Tracking System for Annual and Long-Term Operational Goals and Strategies through 2005

Based upon DE ANZA 2005 and the state's Partnership for Excellence goals, this table is an annual tracking system for illustrating De Anza's progress, activities and accountability measures. We anticipate changes to our college, district and state goals, as new information becomes available. For 1998-99, information that is known is displayed in the chart below. All information was derived from state reports, district institutional research reports, college and district retreats, open forums, program reviews, division plans, and related plans such as those for diversity, technology, and budget. Partnership for Excellence outcome measures are defined under "State Goal for CCCs". Trend shows what has occurred in the past. 1990 was selected as a benchmark year prior to major budget reductions, 1995-96 was selected as this is the base year for PfE measures, 1996-97 was used for transfer (last college attended) and degree/certificates data, as reported by the California Postsecondary Education Commission. Workforce Development data is based on Ed>Net reports with 1996-97 as the base year. Basic Skills Improvement data looks at students who complete one or more levels above their basic skills course placement, using cohorts after the fact (1997 data for FY 1996-97). Goals are reviewed and adjusted annually for the subsequent year based upon the district, college, regional, and state information. "Metrics" defines the source of information, assumptions, and calculation used for the measure. Action plan summarizes the plans put in place as a result of the college's master planning activities. All other statements are derived from other sources, including program review materials and division plans, open forums, accreditation reports, etc.

APPENDIX 1 Tracking System for Annual and Long-Term Operational Goals and Strategies through 2005

Master Plan Goal 1

Achieve Levels of Excellence in a Climate of Learning for a Diverse Student Body

Transfer Rate

DESCRIPTION	DE ANZA TREND			DE ANZA GOAL			
Transfer Rate:	**90-91**	**95-96**	**96-97**	**99-00**	**01-02**	**03-04**	**05-06**
UC	323	402	379	439	484	508	588
				(5%/year 95-96 through 05-06)			
CSU	1174	1179	1263	1462	1612	1777	1959
				(5%/year 95-96 through 05-06)			
Independent Colleges and Universities							

STATE GOAL For CCCs
An increase from 69,574 to 92,500 in the number of students who transfer from community colleges to bacca-laureate institutions: an increase from 10,886 to 14,500 (33%) to UC from 48,688 to 64,200 to CSU, and from 10,000 to 13,800 (32%) to independent and out-of-state colleges.

De Anza Goal Needed to Reach System Goal:
UC from 402 to 535 (+33%)
CSU from 1179 to 1556 (+32%)

METRICS
- Transfer standard definitions from State Chancellor's reports to be used in Partnership for Excellence criteria.
- UC & CSU reported transfer data only
- If privacy issues can be resolved an independent service can provide nationwide student enrollment data for any public or private institution which offers student loans for a fee of about 3.5 cents for each student

DE ANZA ACTION PLAN
- District task group formed in Fall 1998 to review definitions, research data collection methods (proxies), establish reasonable transfer goals for 1999 and 2001.
- Design and implement a plan to achieve transfer goals via "Partnership for Excellence."

EXPECTED OUTCOMES
Increase transfers by 1-5% per year, with student equity monitoring for major ethnic, gender, age and disability groups

(It should be noted that De Anza College has one of the highest transfer rates in the state and country; therefore, increasing the rate from 1-5% per year may be a more appropriate and realistic range on this performance measure.)

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APPENDIX 1 Tracking System for Annual and Long-Term Operational Goals and Strategies through 2005

Degrees and Certificates Awarded

DESCRIPTION	DE ANZA TREND			DE ANZA GOAL			
Degrees Awarded:	**90-91**	**95-96**	**96-97**	**99-00**	**01-02**	**03-04**	**05-06**
AA/AS degrees:	1127	1222	1331	1551	1737	1962	2234
				(5%/year 95-96 through 05-06)			
Certificates Awarded:							
Certificates:	578	736	587	684	766	865	986
				(5%/year 95-96 through 05-06)			

STATE GOAL for CCCs
An increase from 80,799 to 110,500 in the number of degrees and certificates awarded from 57,076 to 78,000 (36%) associate degrees awarded and from 23,723 to 32,500 (37%) in the number of certificates awarded.

De Anza Goal Needed to Reach System Goal:
Degrees: from 1222 to 2234
Certificates: from 736 to 986

METRICS
- Information on degree and certificates from Evaluation Office and State Management Information System (MIS) data reports. 1996-97 most current data set.

DE ANZA ACTION PLAN
- Implement Degree Audit Function in the Districts CATS Project
- Review FH-DACCD MIS data reports to ensure all possible degrees and certificates are being accounted for.
- Move from an awarding system to an active system in the SIS+ program.
- Review divisions and programs to ensure all possible degrees and certificates are being offered, are current, and being accounted for.
- Review wage data reports and student enrollment patterns in areas showing significant wage gains for student completing 12-48 units for possible new certificate areas.
- Design marketing program to inform the campus community about the importance of an earned degree or certificate.
- Design and implement a plan to achieve degree and certificate goals via Partnership for Excellence.

EXPECTED OUTCOMES
Increase degrees and certificates by 1-5% per year, with student equity monitoring of major ethnic, gender, age and disability groups

(It should be noted that De Anza College has one of the highest degree rates in the state and country; however, the college is reviewing its degree standards and is likely to raise those standards which may cause a decline in degree recipients in the short term; therefore, increasing the rate from 1-5% per year may be a more appropriate and realistic range on this performance measure.)

APPENDIX 1 Tracking System for Annual and Long-Term Operational Goals and Strategies through 2005

Provide Effective Pathways to Learning for Every Student

Retention and Course Completion

DESCRIPTION	DE ANZA TREND			DE ANZA GOAL			
Student Success	**90-91**	**95-96**	**96-97**	**99-00**	**01-02**	**03-04**	**05-06**
All College Average Course Success Rate	73%	73%	73%	75%	75%	78%	80%
All College Average Retention Rate	86%	86%	86%	86%	86%	90%	90%
Transfer Course Completion Average	To be designed by institutional research.			To be designed by institutional research.			
Workforce Development Average	To be designed by institutional research.			To be designed by institutional research.			
Basic Skills Average	To be designed by institutional research for English, Math and ESL (see Master Plan, Part II)			To be designed by institutional research for English, Math and ESL (see Master Plan, Part II)			

STATE GOAL for CCCs
An increase from 66.8% to 69.2% in the rate of successful course completions. An increase in the rate of successful course completions from 67.3% to 69.7% for transferable courses, from 70.8% to 73.3% for vocational courses, and from 60.1% to 62.3% for basic skills courses

De Anza Goal Needed to Reach System Goal:
Additional Data Analysis Required

METRICS
- Information derived from SIS database for Fall enrollment actuals.
- Course retention is measured from census week to the end of the term.
- Course success rate is the percentage of all students who complete the course.
- Program persistence rate is the percentage of students enrolled in Spring in a program or course of study requiring more than three quarters to complete which was begun in the prior Fall

DE ANZA ACTION PLAN
- Improve research capacity to accurately monitor, report, and project student performance data.
- Implement a degree audit program linked to current student educational goals (IEP).
- Implement an Early Alert Program for monitoring both course and Student Educational Plan (SEP) performance.
- Implement appropriate student intervention strategies as appropriate.
- Review all course prerequisites, corequisites, and advisories.
- Develop a daylong mandatory orientation to college for all incoming students who test as not being ready for college level work.
- Curriculum Committee to work on an annual calendar, block scheduling, and distance learning options.
- Expand mentoring and tutoring as funding permits.
- Develop marketing strategy.
- Emphasize early intervention; Early Alert.
- Review placement testing - place in courses based on time availability. Follow-up phone calls to students. Everyone tested must fill out an application and obtain a counseling appointment prior to testing.

EXPECTED OUTCOMES
Increase student retention and course completion rates by 1-2% per year, with student equity monitoring of major ethnic, gender, age and disability groups

APPENDIX 1 Tracking System for Annual and Long-Term Operational Goals and Strategies through 2005

Workforce Development

DESCRIPTION	DE ANZA TREND			DE ANZA GOAL			
Workforce Development	**90-91**	**95-96**	**96-97**	**99-00**	**01-02**	**03-04**	**05-06**
Successful completion in Vocational Education programs							
Education Contracts with Businesses	Ed>Net data to be inserted when validity and reliability is determined by the State.			To be designed by institutional research.			
Employees Enrolled in Contract Courses							
Fee-based Training Enrollment							

STATE GOAL for CCCs

I. An increase from 597,491 to 806,000 (26%) in the number of successful completions in vocational courses.
II. An increase from 1,263 to 1,700 in the number of California businesses benefiting from training through contract education (note: base year is Fall, 1996).
III. An increase from 73,801 to 99,600 in the number of employees benefitting from training through contract education.
IV. An increase from 140,505 to 189,700 in the number of individuals receiving fee-based job training.

De Anza Goal Needed to Reach System Goal:
Data Analysis Required

METRICS

Standard Definition: Source: State of California EDD/UI Report for Vocational Students with assigned TOP codes with five or more graduates leaving college in 1995 after one year out of school who are not enrolled in a CSU or UC school and are making more than $12,500/year.

District research committee to establish appropriate research measures, proxies, and instrumentation.

DE ANZA ACTION PLAN

- Implement vocational education student success strategies underway in the instructional divisions.
- Develop research methods for tracking students, student survey, and employer survey methods.
- Expand corporate linkages, partnerships, advisory boards, and form an oversight committee to advise on emerging job clusters for which no current program exists.

EXPECTED OUTCOMES

Increase successful completion rates in Vocational Education programs by 1-3% per year, with student equity analyses for major ethnic, gender, age and disability groups.

Increase the number of education contracts with businesses by 1-3% per year

Increase the number of employees enrolled in contract courses by 1-3% per year

Increase enrollments in fee-based training courses by 1-3% per year

APPENDIX 1 Tracking System for Annual and Long-Term Operational Goals and Strategies through 2005

Basic Skills – Developmental Education

DESCRIPTION	DE ANZA TREND	DE ANZA GOAL
Basic Skills	**90-91 95-96 96-97**	**99-00 01-02 03-04 05-06**
English	To be designed by institutional research.	To be designed by institutional research.
Mathematics	To be designed by institutional research for English, Math and ESL (see Master Plan, Part II)	
ESL		
Campus average		

STATE GOAL for CCCs
An increase in the number of students completing course-work at least one level above their initial precollegiate placement. The data required to measure performance on this goal is not currently available. After refining its management information system to incorporate this indicator, the system will establish an initial baseline and a performance goal for the year 2005.

De Anza Goal Needed to Reach System Goal:
Data Analysis Required

METRICS
- Persistence tracking - Move students from basic skills (developmental level) to college level

DE ANZA ACTION PLAN
- Implement the basic skills plans reference in Part II of the Master Plan.

EXPECTED OUTCOMES
Increase successful completion rates in all courses below college level for mathematics, English and ESL by 1% per year, with monitoring of student equity indicators for major ethnic, gender, age, and disability groups.

Quality Programs

DESCRIPTION	DE ANZA TREND	DE ANZA GOAL	
Program Development to Meet All Goals	**90-91 through 97-98**	**1998-1999 through 2005-2006**	
	Home Health Aide	General Education	Animation
	LVN-RN Ladder	Network Administration	District Biotechnology
		Engineering Technician	COOP
		Manufacturing/Design	Distance Learning
		Computer Science	Cybercounseling and tutoring
		Business	Basic Skills

STATE GOAL for CCCs
Expanding transfer, occupational and basic skills programs are the state's goals through 2005

METRICS
- Program review results from college and district data

DE ANZA ACTION PLAN
- Expand existing programs detailed in program reviews and division plans in accordance with program mix
- Expand Middle College and College Advantage
- Design and implement new programs detailed in program reviews and division plans in accordance with program mix
- Expand basic skills if held harmless from WSCH/FTE impact for low productivity offerings in this high demand area

EXPECTED OUTCOMES
Offer state-of-the-art exemplary transfer, occupational and basic skills programs and services for De Anza's student body.

APPENDIX 1 Tracking System for Annual and Long-Term Operational Goals and Strategies through 2005

Improve Student Learning, Student Life, and the Management of Resources through the Appropriate Applications of Technology

Technology Applications

DESCRIPTION	DE ANZA TREND			DE ANZA GOAL			
Technology	**90-91**	**95-96**	**96-97**	**99-00**	**01-02**	**03-04**	**05-06**
# Computers in classrooms with 3 years of recency	To be inventoried by the Campus Technology staff.			To be designed according to the Campus Technology Plan.			
# Faculty and staff offices equipped with technology	To be inventoried by the Campus Technology staff.						
# Courses offered that utilize technology in the classroom (e-mail, Powerpoint, Web, etc.)	To be surveyed.						
# Distance Learning courses and sections offered	To be provided by the Distance Learning Program.						
# Students enrolled in Distance Learning courses							

On the Horizon:
Student performance studies comparing student outcomes with and without technology support and tools

STATE GOAL for CCCs
California Virtual University and FH-DACCD's participation in the Community College Distance Learning Network efforts support increased participation of students via the Internet and television

De Anza Goal Needed to Reach System Goal:
Additional Data Analysis Required

METRICS
- Displaying course and program conversions to distance learning delivery formats will be assessed
- Student performance as a result of participation in the statewide Flashlight grant will be described in future reports

DE ANZA ACTION PLAN
- Increase course and program conversions to the Internet and television in appropriate disciplines and services

EXPECTED OUTCOMES
Estimate 30% of De Anza students enrolling in one or more distance learning classes over time

APPENDIX 1 Tracking System for Annual and Long-Term Operational Goals and Strategies through 2005

Increase Access Through Planned Growth and Fiscal Soundness

Access through Planned Growth and Fiscal Soundness

DESCRIPTION	DE ANZA TREND			DE ANZA GOAL			
Student Enrollment	**90-91**	**95-96**	**96-97**	**99-00**	**01-02**	**03-04**	**05-06**
Headcount	24253	21139	21781	Estimate 1.8% of draw over time			
FTES		17453	17934	18737 (3%/year 98-99 through 05-06)	19878	21088	22373
WSCH/FTE		501	527	530	530	530	530

STATE GOAL for CCCs
An increase in headcount from 17934 to 19953 in the number of De Anza students who enroll (FTES) and are retained (WSCH/FTE).

De Anza Goal Needed to Reach District Goal:

FTES 19953
WSCH/FTE 530

METRICS
- District FTES calculations include resident and non-resident students, using a blended rate of the adult population growth and the number of high school graduates. Currently the district's blended rate is 1.75%, while the statewide growth rate is 3%.

DE ANZA ACTION PLAN
- Enrollment (FTES) and retention (productivity WSCH/FTE) targets are established annually for the instructional program as a whole, and for individual divisions. Departmental targets are being implemented in 1998-99 based upon enrollment management information.

EXPECTED OUTCOMES
Increase headcount by 1-3% per year

Increase FTES by 1-3% per year

Increase WSCH by 1-3% per year

Maintain or exceed WSCH/FTE at 530 per year

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APPENDIX 2 Accreditation and Educational Master Planning Timeline

September 1998

a. Planning Group finalizes annual DE ANZA 2005 targets for growth and student outcomes
b. College Council, serving as the Accreditation Steering Committee (ASC), reviews draft on September 10
c. Draft provided for feedback at College Leadership Retreat on September 16
d. College Council adopts first draft of DE ANZA 2005 on September 24
e. Final first draft published and disseminated collegewide
f. Final first draft forwarded to Foothill, Central Services and governance groups
g. Accreditation survey prepared and disseminated

October 1998

a. DE ANZA 2005 presented at all division and program meetings, Town Halls and Intranet
b. All divisions and programs assess/modify annual goals and action plans by filling in the last section (Appendix) of the Educational Master Plan
c. Accreditation survey results analyzed
d. Accreditation Standards 1, 2 and 8 first review by College Council (ASC)
e. District Master Plan prepared incorporating De Anza and Foothill Educational Master Plans
f. District Master Plan presented to the governance groups and endorsed by Chancellor's Advisory Council
g. District Master Plan presented to the Board of Trustees on October 19

November 1998

a. Accreditation survey results incorporated into DE ANZA 2005 Educational Master Plan and provided to all 10 standard teams and College Council (ASC)
b. Final draft of DE ANZA 2005 adopted by College Council
c. Town Hall focusing on Educational Master Plan priority and Accreditation Standards 1, 2 and 8
d. Accreditation Standards 3, 5, 6 and 9 first review by College Council (ASC)

December 1998

a. DE ANZA 2005 disseminated to the College Community
b. DE ANZA 2005 incorporated into Accreditation Self-Study and provided to all Accreditation Standard Teams
c. DE ANZA 2005 used for collegial decision making and provided to all Decision-Making Teams, the Diversity Advisory Committee and College Council
d. Town Hall focusing on DE ANZA 2005
e. Accreditation Standards 4 and 10 first review by College Council (ASC)
f. Accreditation Standards 3 and 6 second review by College Council (ASC)

January 1999

a. Accreditation Standards 1,2 5, 8 and 9 second review by College Council (ASC)
b. Accreditation Standard 7 first review by College Council (ASC)
c. Town Hall focusing on Educational Master Plan priority and Accreditation Standards 3 and 6

February 1999

a. Collegewide retreat held to assess progress to date and propose annual priorities, targets and outcomes for 1999-2000 as well as review and comment on Accreditation Self-Study draft to date
b. Accreditation Standards 3 and 6 third review by College Council (ASC)
c. Accreditation Standards 7 and 10 second review by College Council (ASC)
d. Town Hall focusing on Educational Master Plan priority and Accreditation Standards 5 and 9
e. Accreditation Standards 1, 2 and 8 adopted by College Council (ASC)
f. Revised DE ANZA 2005 published

APPENDIX 2 Accreditation and Educational Master Planning Timeline

March 1999

a. Annual priorities, targets and outcomes for 1999-2000 finalized and adopted by College Council and President
b. DE ANZA 2005 used for 1999-2000 budget and planning
c. Accreditation Standard 4 second review by College Council (ASC)
d. Accreditation Standards 5 and 9 third review by College Council (ASC)
e. Accreditation Standards 3 and 6 adopted by College Council (ASC)
f. Town Hall focusing on Educational Master Plan priority and Accreditation Standard 7 and 10

April 1999

a. Accreditation Standards 7 and 10 third review by College Council (ASC)
b. Accreditation Standards 5 and 9 adopted by College Council (ASC)
c. First reading of Accreditation Self-Study (to date) by College Council (ASC)
d. Town Hall focusing on Educational Master Plan priority and Accreditation Standard 4

May 1999

a. Accreditation Standard 4 third review by College Council (ASC))
b. Accreditation Standards 7 and 10 adopted by College Council (ASC)
c. Flex day on May 7 to review complete Self-Study draft

June/July 1999

a. Accreditation Standard 4 adopted by College Council (ASC)
b. Completed Self-Study approved by College Council
c. Accreditation Self-Study forwarded to the Chancellor and Board

APPENDIX 3 Master Planning Resources

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APPENDIX 3 | Master Planning Resources

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